9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There was one call attempted for the Associate of Applied Science in Medical Office Management.
There are no graduates for attempted calls in the Associate of Applied Science in Medical Insurance Coding and Billing.

How many calls to employers or graduates were successful?
There was one successful call for the Associate of Applied Science in Medical Office Management.
There are not any graduates in the Associate of Applied Science in Medical Insurance Coding and Billing at this time.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Associate in Medical Office Management-0

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
(Section 3-1-303(a)): Although there was one successful contact for graduate from the Medical Office Management program, the student was not placed in field as attested by the institution. The student states that she is a freelance home health aid that does not work for any agency but takes on patients through word of mouth, family, and friends. She also stated that she had been doing this for many years before obtaining her degree and resumed this position post graduation in September 2013. Her primary skills include companionship, cooking, light housekeeping, transportation to physician appointments, and help with activities of daily living (ADL's). The student stated that she does not feel that the training she received from Westwood's Medical Office Management degree has helped her prepare for this position. She previously obtained her bachelor of Healthcare Management from Westwood. Upon team review, there is not a match for job description, title, or skills utilized allowing for an in-field placement of the graduate. The Medical Office Management program specifically states in the catalog, and through review of curriculum offered, that this degree is designed to manage medical office operations and to teach and train students the skills necessary to work with doctors and their patients in a medical office environment. Core curriculum classes include accounting, medical insurance and administrative procedures, principles of human resource mananagement, and advanced medical office management, to name a few. The core curriculum involves over 70% management related topics and does not relate the skill set to afford a placement as in-field in regards to a home health aid position.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Electronic gradebooks were reviewed randomly for the Medical Office Management and Medical Insurance Coding and Billing programs. The gradebooks reviewed included: Computer Applications (ITCS101), College Mathematics (MATH107), Success Strategies (PDVE111), Computer Software Applications in Healthcare (MICB151), Healthcare Billing and Reimbursement Systems (MICB240), Anatomy & Physiology I (BIOL170), and Introduction to Health Information Technology (HINT110). Student assignments, course objectives, completion times, and evaluation of progress for those objectives are being met and documented.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.

☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

COMMENDATIONS:
The team would like to commend the institution for a well evidenced online layout in design, structure, and implementation of curriculum within the healthcare programs. It is also to be commended that the institution has shown to have tried substantial and adequete career advisement for graduates although geographics may be a challenge.

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice

Academic Associate's Degree in Paralegal

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice with Westwood College Online. Dr. Giannoni holds a bachelor's degree and master's degree in Criminal/Social Justice from Lewis University in Romeoville, Illinois, and a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, Illinois.

Mrs. Jennifer Dartt is the interim program chair responsible for administering the Paralegal program. Mrs. Dartt holds a bachelor's degree in Journalism from the University of Texas, Austin, Texas; a master's degree in Business Administration from Westwood College Online, Broomfield, Colorado; and a master's degree in Legal Studies from Texas State University in San Marcos, Texas.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CJ381-Women and Criminal Justice, students were assigned the project of locating a female adolescent juvenile program, in their community, through a church or another criminal justice program. After conducting interviews with staff, students completed a reflection paper sharing their experiences and received peer review feedback through online threaded discussions.

The Paralegal program also utilizes community resources within its online courses through webinars, specific to course content, such as Fair Debt Collection Practices and Career Management in paralegal careers.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
If *No,* insert the section number in parentheses, list the courses, and explain:

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic associate's degree program in Criminal Justice: 5
Academic associate's degree in Paralegal: 9

How many calls to employers or graduates were successful?
The following number of calls, by program was successful:
Academic associate's degree program in Criminal Justice: 1

Academic associate's degree program in Paralegal: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following number of successful contacts confirmed the employment of the graduates in the following programs:
Successful contacts confirming employment for Criminal Justice: 1
Successful contacts confirming employment for Paralegal: 4

(Section 3-1-303(a)): Additionally, 15 students in the Criminal Justice and Paralegal programs, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following four files:

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Documentation of evaluations in out-of-class work was viewed online for both the Criminal Justice and the Paralegal programs. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in PowerPoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9. PROGRAM EVALUATION

Bachelor's Degree in Criminal Justice: Major in Administration

Bachelor's Degree in Criminal Justice: Major in Corrections

Bachelor's Degree in Criminal Justice: Major in Investigations

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice. Dr. Giannoni holds a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, IL; a master's degree and a bachelor's degree in Criminal/Social Justice from Lewis University in Romeoville, IL.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CRJS211-Communication for the CJ Professional, students were assigned the project of contacting a bilingual law enforcement professional, in their community and interview cultural benefits and career goals. Students completed a reflection paper, after interview staff, sharing their experiences and receiving peer review feedback through online threaded discussions.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No

(b) Course numbers
☒ Yes ☐ No

(c) Course prerequisites and/or corequisites
☒ Yes ☐ No

(d) Instructional contact hours/credits
☒ Yes ☐ No

(e) Learning objectives
☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No

(h) Instructional methods
☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were 18 calls made to the employers.

How many calls to employers or graduates were successful?
There were 10 successful calls

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were 8 successful calls.

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
(Section 3-1-303(a): The team was not able to verify the backup documentation to support the placement rate, in the field of study for the program as reported during phone verification of job placements.

(b)(6)

- *CRJS275 Constitutional Law – This course explores history of the Constitution of the United States and its application to the legal system. Topics include the structure of the Constitution and its amendments, historical basis of the Constitution and its amendments, separation of powers, judicial review, and court decisions pertinent to contemporary legal issues. Upon successful completion of this course, students will be able to identify and discuss the basic structure of the US Constitution and analyze rights, procedures, and issues as interpreted by the courts.
- CRJS111 Introduction to Policing – This course presents an overview of contemporary law enforcement agencies and their functions within the criminal justice system. Topics include historical development, roles and functions, the police sub-culture, ethics, corruption, and civil liability. Upon successful completion of this course, students will be able to describe the functions of modern law enforcement agencies, explain their histories and roles in society, and identify contemporary policing trends and issues.
- CRJS291 Criminal Justice Administration – This course examines the administration of the three components of the justice system. Topics include personnel roles and functions, issues and practices, rights of criminal justice employees, labor relations, and practices, rights of criminal justice employees, labor relations, financial administration, study and scope of justice administration, and administrative principles and practices. Upon successful completion of this course, students will be able to describe the concepts, terms, and realities of criminal justice administration.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Documentation of evaluations for out-of-class work was viewed online for the Criminal Justice program. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in Powerpoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Graphic Design: Animation

Bachelor's Degree in Graphic Design: Animation

Bachelor's Degree in Graphic Design: Game Art

Bachelor's Degree in Graphic Design: Web Design

Bachelor's Degree in Software Development: Game Software Development

9.01 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Carey Richards is the program chair for the Game Art and Animation Department at Westwood College online. Mr. Richards holds a bachelor's degree in Art Studio from Colorado College in Colorado Springs, Colorado and a master's degree in 3D Animation/Digital Effects from Regis University in Denver, Colorado. Mr. Richards owns and works in Media Arts for CKR Productions from 1996 to the present.

Mr. Brian Leader is the program chair for the Game Software Department at Westwood College Online. Mr. Leader holds a bachelor's degree in Aerospace Engineering from Boston College in Boston, Massachusetts and a master's degree in Aeronautical Engineering from Rensselear Polytechnic Institute in Troy, New York. Mr. Leader, also, is the chief programmer for Ideas Live as a game and educational software development and manager from September 1997 to the present.

Dr. Claire Boger is the program chair for the Web Design Department at Westwood College Online. Dr. Boger holds a bachelor's degree in Visual Communications from the School of Visual Arts in New York, New York, a master's degree in Computer Art from the School of Visual Arts in New York, New York, and a doctoral degree in Education from Capella University in Minneapolis, Minnesota.

Ms. Kelley Goethals is the program chair for the Graphic Design and Visual Communications Department. Ms. Goerhals holds an academic associate's degree in Art from the University of West Florida in Pensacola, Florida; a bachelor's degree in Art from the University of Central Florida in Orlando, Florida; and a master's degree in Graphic Design from Savannah College of Art and Design in Savannah, Georgia.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The team confirmed the programs utilize their Program Activities Committee (PAC) to provide expertise in the specific areas of concentration. The programs, also, utilized guest speakers who login online with the students. These resources provide the students with insight from professionals, doing business in the field to ensure the students are learning the necessary skills to compete for jobs, in their respective areas, as well as, their respective locations.

9.08 Is the utilization of community resources sufficient to enrich the program?

☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Graphic Design: 6
Bachelor's degree program in Graphic Design-Animation: 3
Bachelor's degree program in Graphic Design-Game Art: 4
Bachelor's degree program in Graphic Design-Web Design: 4
Bachelor's degree program in Software Development-Game Software: 6

How many calls to employers or graduates were successful?
Academic associate's degree program in Graphic Design: 3
Bachelor's degree program in Graphic Design-Animation: 1
Bachelor's degree program in Graphic Design-Game Art: 2
Bachelor's degree program in Graphic Design-Web Design: 2
Bachelor's degree program in Software Development-Game Software: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Academic associate's degree program in Graphic Design:3
Bachelor's degree program in Graphic Design-Animation:1
Bachelor's degree program in Graphic Design-Game Art:2
Bachelor's degree program in Graphic Design-Web Design:2
Bachelor's degree program in Software Development-Game Software:3

(Section 3-1-303(a)): Additionally, eight students in the various Graphic Design programs, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following file:

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team evaluated student's homework, which was appropriate for the subject matter and consistent with the requirement, as defined on the respective program's course syllabi.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The team found the program was, generally, well- conceived, directed, and taught.

COMMENDATIONS:
This is a well- run campus with competent, caring faculty, administration and staff, all dedicated to the single goal of student success.

9. PROGRAM EVALUATION

Academic Associate's Degree in Information Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master's degree in Internet Information Systems from Robert Morris University, bachelor's degree in Information Systems Management from Robert Morris University, and an associate's degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008,

and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associated with the field of study. Adobe Connect is also used to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions

☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in information technology (IT-Other) 7

How many calls to employers or graduates were successful?
Academic associate's degree program in information technology (IT-Other) 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful calls confirmed the employment of the graduate as reported on the 2012 – 2013 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was provided access to the online grade book and student homework assignments. During interviews with the students, they verified they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

9. PROGRAM EVALUATION

Bachelor's Degree in Network Management
Bachelor's Degree in Systems Security
Bachelor's Degree in Computer Forensics
Occupational Associates in Information and Network Technologies

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master's degree in Internet Information Systems from Robert Morris University, bachelor's degree in Information Systems Management from Robert Morris University, and an associate's degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

The information technology - forensics program has a retention rate of 59%. The other bachelor programs that have students enrolled have met the retention rate standard.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associated with the field of study. Adobe Connect is also use to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor's degree program in Information Technology - Forensics, Network Management, and Systems Security: 10

How many calls to employers or graduates were successful?
Bachelor's degree program in Information Technology - Systems Security: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful calls confirmed the employment of the graduate as reported on the CAR.

(Section 3-1-303(a)): Additionally, 23 students in the various Information Technology programs, as listed in question 3.05 have attestations on file that could not be verified The team reviewed the following five files:

- Ms. Melissa Bardowell, Information Technology Program, Job Title: Receptionist, Company: Atlanta Gastroenterology Association, Responsibilities: Greets patients and visitors in a prompt and helpful manner; provides instructions/directions as needed, ensures patient information is complete and accurate; updates patient profiles and scans required documents in Centricity if necessary, Collects co-payments and outstanding balances, manages patient monies collected and closes batches at end of the day, provides necessary release and HIPAA forms to patient for completion and signature.
- Mr. Christopher Halle, Information Technology Program, Job Title: Shipping Receiving Clerk, Company: Thomasville Furniture Brands International, Responsibilities: Box up cushion cores and backs. I fill cushions and bolsters. I also roll yardage for customers and other businesses.
- Ms. Heather Hintz, Information Technology Program, Job Title: Manager, Company: Regel Jewelry, Responsibilities: order/receive inventory, jewelry repair, jewelry sales, daily/monthly reports.
- Mr. Lamart Smith, Information Technology Program, Job Title: Management, Company: UPS SCS, Responsibilities: section of the form blank.
- Mr. Christopher Webb, Information Technology Program, Job Title: Electrician, Company: Kinchen Electric, Responsibilities: Full qualified electrician/all types of electrical construction. Residential/commercial/industrial.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was provided homework assignments to review. During interviews with students and faculty, the team was advised of the homework assignments and requirements.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☐ Yes ☒ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.32 What is the current student/teacher ratio?
The current student/teacher ratio is 10:1 in the occupational associate's degree program in Information and Network Technologies.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

9.34 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.35 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.36 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.37 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

NONTRADITIONAL EDUCATION

- Distance Education
- Self-Paced Instruction
- Consortium Agreements

H.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications?

Mr. Lou Pagano, chief operating officer of Westwood College Online , administers the distance education activities. Mr. Pagano holds a bachelor's degree in Electrical Engineering from SUNY at Buffalo and a master's degree in Engineering Management from National Technology University. He has held various executive level positions throughout the past 10 years at Westwood including campus president and regional vice president. His position is 100% administrative.

Mr. Pagano is supported by Dr. Aimee Callahan, academic dean, who oversees the online curriculum in collaboration with the academic affairs curriculum design team members, program chairs, students, faculty, and academic operations managers. Dr. Callahan has a doctoral degree in Adult Learning and Postsecondary Education; two master's degrees, one in Adult Learning and Postsecondary Education and one in Communication & Journalism; and a bachelor's degree in Theatre and Dance; all of her credentials are from the University Wyoming.

H.02 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

H.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?

☒ Yes ☐ No

H.04 Are the time and resources devoted to the administration of distance education sufficient?

☒ Yes ☐ No

H.05 Did the institution receive approval from ACICS prior to using distance education as a mode of delivery?

☒ Yes ☐ No

H.06 Does the institution have a plan to implement distance education instruction?

☒ Yes ☐ No

The campus offers all of its programs exclusively online. Therefore, all academic and students services are provided through an asynchronous virtual environment with adequate on-ground facilities and telecommunications to support its operations.

The course/program content and delivery format is developed by its parent company, Alta Colleges, Inc., central administration curriculum team whose members include master's prepared personnel with over 40 years of combined experience in instructional design, including 25 years in online development. The team collaborates with subject-matter experts from each content area. Ultimately, administration and faculty, review, give feedback, and make recommendations to ensure curricula are aligned with and meeting students' expectations and fulfilling its campus mission. A memorandum documents this system.

H.07 If the institution has a plan, does it include the following:

(a) Rationale?
☒ Yes ☐ No
(b) Resources?
☒ Yes ☐ No
(c) Course/program objectives?
☒ Yes ☐ No
(d) Course content?
☒ Yes ☐ No
(e) Student assessment?
☒ Yes ☐ No

H.08 Does the institution integrate this plan into the Campus Effectiveness Plan?

☒ Yes ☐ No

H.09 Is the delivery method appropriate for students and the curriculum?
☒ Yes ☐ No

H.10 Are admission requirements for distance education courses/programs identified by the institution?
☐ Yes ☐ No ☒ Not Applicable (no additional admissions requirements)

As previously stated, the campus offers all of its programs exclusively online; therefore, there are no distinctions between its admissions requirements for online versus on campus programs.

H.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?
☒ Yes ☐ No ☐ Not Applicable (no admissions test required)

H.12 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program?
☒ Yes ☐ No ☐ Not Applicable

H.13 Does the institution make it clear in writing at the time of enrollment how the student's privacy will be protected in the identity verification process?
☒ Yes ☐ No

H.14 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?
☒ Yes ☐ No

If *Yes*, explain how and when this information is disclosed.
There are no additional charges or fees associated with the verification of student identity.

H.15 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?
☒ Yes ☐ No

H.16 Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities?
☒ Yes ☐ No

H.17 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes?
☒ Yes ☐ No

H.18 Describe how the courses provide opportunities for interaction between faculty and students.
The following strategies are used to facilitate online faculty and student interaction: an "Announcements" feature for all courses that provides directives through instructor postings; a threaded discussion forum in which students are required to post statements and peer responses for which they receive instructor feedback; and an assignment feature with a grade book link that provides a dialogue between an instructor and individual student. In addition, students are encouraged to contact their instructors by email or telephone if an individual or personal response is needed-the instructor's contact information is accessible through the course's home page. Access to and observation of scheduled online courses and 98% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
☒ Yes ☐ No

H.19 Describe how the courses provide opportunities for interaction among students.
Students interact with peers through threaded discussion forums that require direct responses to peers' postings; group project assignments that require dialogue among group members using email, telecommunications, or scheduled face-to-face meetings as appropriate; and an email utility feature in each course that provides the ability to send group or individuals emails to peers. Access to

and observation of scheduled online courses and 97% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
☒ Yes ☐ No

H.20 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?
☒ Yes ☐ No

H.21 Is the curriculum administered in a way that maintains security of access?
☒ Yes ☐ No

H.22 Describe the student identity verification method used by the campus.
Students are assigned access to MyPath through the SMART student information system. When applicants are accepted and become Westwood College Online students they are assigned their own login information which allows them access to MyPath and their campus email. This login verifies the student is "the student who enrolled at the campus." Page 71 of the 2014 Academic Catalog Westwood College-Online, Volume 6, NO. 1 explicitly outlines the "Prohibited Use of Information Technology Resources" for students; students are prompted to review this outline during the online orientation.

Is this method adequate?
☒ Yes ☐ No

H.23 Does the institution employ academically and experientially credentialed faculty to teach online courses?
☒ Yes ☐ No

H.24 Describe the institutions learning management system.
The Blackboard learning management system is utilized to deliver online courses. The campus refers to Blackboard as MyPath. MyPath is an institutional shell with a home page that enables students, faculty, and staff to connect to Blackboard, the library, tutoring services, student resources, career services and other information and support through a single log in.

H.25 Are the faculty properly trained to utilize the institutions learning management system for purposes of instruction, communication, and assessment?
☒ Yes ☐ No

H.26 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?
☒ Yes ☐ No

H.27 Does the institution demonstrate appropriate faculty student ratios to support:

(a) Faculty and student interaction?
☒ Yes ☐ No
(b) Facilitation of interaction among students?
☒ Yes ☐ No
(c) Facilitation of interaction with curriculum content?
☒ Yes ☐ No

H.28 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

H.29 Does the institution have adequate financial resources to support the courses/program(s)?
☒ Yes ☐ No

H.30 Does the institution demonstrate that students taking online courses have access to the same or e equivalent library resources and support as on ground students?
☒ Yes ☐ No

H.31 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?
Students are required to complete an online orientation prior to beginning coursework. The orientation is provided in a self-paced, online format accessible through MyPath. Students participate in activities which familiarize them with learning platform navigation, technical support access, student resource information and access, and student success lessons. The virtual workshop requires students to complete quizzes and graded assignments throughout the process. In response to a questionnaire given by the team while on-site, 92% of the student respondents confirmed they had participated in the orientation. A majority of students confirmed it helped them to navigate the system.

Is this orientation adequate?
☒ Yes ☐ No

H.32 Does the institution provide support services for online students which are the same or equivalent to those provided for on ground students in the follow areas:
(a) Counseling?
☒ Yes ☐ No
(b) Academic advising?
☒ Yes ☐ No
(c) Financial aid?
☒ Yes ☐ No ☐ Not Applicable (Institution does not participate in financial aid)
(d) Employment assistance?
☒ Yes ☐ No ☐ Not Applicable (Institution enrolls only international students on a student visa)

H.33 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?
☐ Yes ☐ No ☒ N/A

The campus does not offer on-ground courses; therefore, there is no basis for or validity of comparison.

H.34 Does assessment and assignments demonstrate student achievement of course learning objectives?
☒ Yes ☐ No

H.35 Does the institution document that it conducts the following:
(a) Course/program evaluations (including assessments of educational outcomes)?
☒ Yes ☐ No
(b) Student retention and placement?
☒ Yes ☐ No
(c) Student satisfaction?
☒ Yes ☐ No
(d) Faculty satisfaction?
☒ Yes ☐ No
(e) Employer satisfaction?
☒ Yes ☐ No

H.36 Does the institution fully disclose what forms of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material?
☒ Yes ☐ No

GENERAL COMMENTS:
To obtain a robust sample of student and faculty perspectives who are engaged in an exclusively online, off-site environment,students and faculty were invited via email to participate in an anonymous survey through SurveyMonkey®. Within a 24-hour period while the team was on-site, nearly 500 students and over 100 faculty members responded. Student responses to queries about orientation, reviewing syllabi and objectives, interactions

with faculty and peers, and access to student services, resulted in a 97% positive response rating. Faculty member responses to queries about interactions with students, teaching approaches, administrative support, and use of community resources, resulted in a 98% positive response rating. Questions were objective with "yes/no" responses, and space was provided for brief comments. The data collected was deleted immediately following a review of the analyses generated by the site and the comments. The reliability of the surveys is comparable to on-site classroom visits, faculty meetings, and individual interviews. The validity of the responses is no greater than providing a sample of student and faculty perspectives about their experiences.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1	**3-1-303(a)**	The school does not keep adequate records as it relates to accreditation and licensure or the CAR, specifically regarding placement classifications, attestations, and waiver verification (pages 8-11, 31-32, 37, 41, 45, 49, 53-4, 58, and 67).
2	**3-1-303(e), 3-1-701, and Appendix C**	The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript (page 11 and 22).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration *(These recommendations are not included in the report seen by the Council)*:

Publications

- Combine multiple addenda into one document with appropriate date headings for changes, to avoid accidental exclusion of separate sections.

Library

- Renew the lapsed subscription to the EBSCO Master Search database to enhance student research resources in the undergraduate and graduate business programs.

Computer Aided Design/Architectural Drafting

- Faculty suggested an interview process for students coming into the Computer Aided Design/Architectural Drafting program. This approach does not need to be stringent, such as a portfolio requirement but more of a casual conversation an inquiry into the individual's ideas on the industry and what is involved.

NEW GRANT

WESTWOOD COLLEGE-ONLINE
10249 Church Ranch Way
Broomfield, CO 80021
ACICS ID Code: 00023709

Mr. Louis Pagano, Chief Operating Officer (b)(6)@westwood.edu)
(b)(6)@westwood.edu

MAIN CAMPUS
Westwood College- Los Angeles
Los Angeles, CA
ACICS ID Code: 00011142

February 5-7, 2014

Mr. Terry Campbell	Chair and Facilities	Kaplan University Online	Okeechobee, FL
Dr. Michele Ernst	Student-Relations Specialist	Former President, Brown College	Chaska, MN
Dr. Andrea Olson	Distance Education Activities and Master in Business Administration Specialist	Executive Director of Research and Development, Program Director, Grad. Studies	Aitkin, MN
Dr. Scot Ober	Educational Activities, Library, and Business Programs Specialist	President, Words Etc. Inc.	Tucson, AZ
Ms. LaVerne Lewis	Criminal Justice and Paralegal Specialist	Mt. Hood Community College	Gresham, OR
Mr. Charles Saunders	Graphic Design and Electronics Specialist	Program Director	Owens Cross Roads, AL
Mr. Ernest Johnson	Information Technology Specialist	Kaplan University	Memphis, TN
Ms. Lori Claus	Interior Design, CAD, and Architectural Design	EDMC	Pittsburg, PA
Ms. Kristal Bushong	Medical Specialist	American National University	Salem, VA
Ms. Torri Hayslett	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
WESTWOOD COLLEGE ONLINE
BROOMFIELD, COLORADO

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Occupational Associate	Information Technology	1265	91.5	48	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Business Administration	910	90	166	**64%**	100%	**50%**	N/A
Associate of Applied Science	Academic Associate	Computer Aided Design – Architectural Drafting	1180	90	152	**54%**	100%	73.4%	N/A
Associate of Applied Science	Academic Associate	Criminal Justice	905	90	122	**56%**	**67%**	**56.8%**	N/A
Associate of Applied Science	Academic Associate	Graphic Design	1180	90	122	**57%**	**61%**	**57.8%**	82.1%
Associate of Applied Science	Academic Associate	Information Technology	1225	90	84	**56%**	**66%**	**62.5%**	**60%**
Associate of Applied Science	Academic Associate	Medical Office Management	945	90	58	73%	100%	N/A	N/A
Associate of Applied Science	Academic Associate	Medical Insurance Coding and Billing	1080	90	135	71%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Paralegal	925	90	78	**53%**	**65%**	**54.4%**	**51.9%**
Bachelor of Science	Bachelor	Business Administration: Major in Management	1820	180	93	**58%**	89%	**52.2%**	**66.7%**
Bachelor of Science	Bachelor	Business Administration: Major in Human Resource Management	1820	180	35	**59%**	N/A	81.1%	N/A
Bachelor of Science	Bachelor	Business Administration: Major in Marketing Management	1820	180	38	69%	92%	70%	100%
Bachelor of Science	Bachelor	Business Administration: Major in Project Management	1820	180	7	**45%**	N/A	66.7%	N/A
Bachelor of Science	Bachelor	Business Administration: Major in Accounting and Financial Management	1820	180	8	91%	76%	70.3%	87.5%
Bachelor of Science	Bachelor	Business Administration: Major in Healthcare Management	1820	180	6	87%	**53%**	**59.2%**	75%
Bachelor of Science	Bachelor	Criminal Justice: Major in Administration	1820	180	58	73%	**66%**	**53.7%**	70%
Bachelor of Science	Bachelor	Criminal Justice: Major in Corrections	1805	180	8	**31%**	N/A	84.2%	N/A
Bachelor of Science	Bachelor	Criminal Justice: Major in Investigations	1820	180	22	**41%**	N/A	71.7%	N/A
Bachelor of Science	Bachelor	Graphic Design: Major in Animation	2330	180	3	72%	**33%**	70.1%	**51.6%**
Bachelor of Science	Bachelor	Graphic Design: Major in Game Art	2325	180	20	88%	**25%**	71.7%	**31.5%**

Bachelor of Science	Bachelor	Graphic Design: Major in Visual Communications	2305	180	42	74%	**62%**	68.8%	80.8%
Bachelor of Science	Bachelor	Interior Design	2330	180	6	83%	**42%**	60.7%	**56.3%**
Bachelor of Science	Bachelor	Graphic Design: Major in Web Design	2305	180	39	72%	**62%**	67.9%	81.3%
Bachelor of Science	Bachelor	Business Administration: Major in Fashion Merchandising	1995	195	11	81%	88%	73.3%	93.3%
Bachelor of Science	Bachelor	Information Technology: Major in Network Management	2350	180	37	77%	85%	**60.3%**	**66.7%**
Bachelor of Science	Bachelor	Information Technology: Major in Systems Security	2350	180	26	83%	81%	65.7%	89.3%
Bachelor of Science	Bachelor	Information & Network Technology: Major in Computer Forensics	2305	180	17	**59%**	100%	90%	N/A
Bachelor of Science	Bachelor	Software Development: Major in Game Software Development	2145	180	152	**52%**	**43%**	**56.8%**	**51.5%**
Master of Business Administration	Master	Master of Business Administration	540	54	69	80%	88%	79.7%	70.2%
Bachelor of Arts +++	Bachelor of Arts	Management	1995	195	1				
Bachelor of Science+++	Bachelor of Science	Computer Network Management	2360	187	1				
Bachelor of Science+++	Bachelor of Science	Criminal Justice	1995	197.5	2				
Bachelor of Science+++	Bachelor of Science	Game Art	2605	199.5	2				
Bachelor of Science+++	Bachelor of Science	Information Systems Security	2380	187	1				
Bachelor of Science+++	Bachelor of Science	Game Software	2385	196	1				
Bachelor of Science+++	Bachelor of Science	Visual Communications	2640	200.5	1				
Non-degree++++	Non-degree				3				
		TOTAL ENROLLMENT			1662				

Notes: Typed in bold are any retention rates below 65% (programs >1 year in length) or 70% (programs =<1 in length) and any placement rates below 70%.

+++ Classes in teach out mode with last class completion, October 2014

++++ Non-degree, student is just taking a class without a major

INTRODUCTION

Westwood College-Online is one of sixteen campuses located in Colorado, Illinois, Georgia, and Virginia. Westwood College is a wholly-owned entity of Wesgray Corporation which is wholly-owned subsidiary of Westwood College, Inc.

The Westwood College Online campus was approved in August 2008 as an additional location of Westwood College Online, Los Angeles, California and the first term was in May 2009. The Online campus offers its courses and programs from Broomfield, Colorado. This campus is located in a business district.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 53% female and 47% male; and the average age is 33.34 years. Of those reporting it on the survey form provided when the most recent data was collected, the ethnicity of the student population was 21% African American, 46% Caucasian, 3% Hispanic, 1% Native American, 2% Asian/Pacific Islands, and 27% of the students not reporting their ethnicity.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantage Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were granting 3.5 quarter credits to 4.5 quarter credits. The CAP curriculum model is an effort to ensure Westwood College is offering the most updated programs as possible to better prepare their graduates for employment. In addition, this model closely resembles the standard semester credit model and allows for the possibility of easier transferability to institutions external to Westwood College. Due to this revision the following bachelor programs are in teach out mode with expected close out October 2014. There are 7 bachelor's degree programs; Management (1 student), Computer Network Management (1 student), Criminal Justice (2 students), Game Art (2 students), Information Systems Security (1 student), Software Development (1 student), and Visual Communications (1 student).

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The Westwood College-Online mission statement is located on page 8 in the 2014 Academic Catalog, Westwood College- Online.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?

(a) The characteristics of the programs offered.
☒ Yes ☐ No

(b) The characteristics of the student population.
☒ Yes ☐ No

(c) The types of data that will be used for assessment.
☒ Yes ☐ No

(d) Specific goals to improve the educational processes.
☒ Yes ☐ No

(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.
☒ Yes ☐ No

(b) Student placement.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(c) Level of graduate satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(d) Level of employer satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

The data used to demonstrate learning outcomes in the educational programs includes data that supports the acquisition of appropriate skill sets and knowledge. This data consists of retention and placement rates, student and graduate satisfaction surveys, employer satisfaction surveys, student's grades, and instructor classroom observations.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable

(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable

(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

Retention

- Westwood College Online established a retention rate goal of 70% for 2014.
- The campus streamlined the communication process between instructors and academic advisors. This allows for earlier identification of at-risk students.
- The campus will look at improving inside coaching to assist students.
- Work toward improving faculty monitoring and ensure faculty are meeting online teaching standards.
- During week 1 of classes, there has been implementation of a video announcement submitted by the instructor.

- Program chairs also embedded video announcements introducing themselves to their program students.

Placement

- Improve evaluating process of employment rates and other employment data.
- The Career Services Team will meet with the academic dean, and program chairs to review Program Advisory Committee recommendations for additional job leads.
- The career advisor will attend Adobe Connect room meeting with students. This will provide students with information and tips for students first mock interview.
- The campus implemented an exit interview process and graduation packets for all graduates.
- The campus will continue to focus on improving the performance and user friendliness in the classrooms.
- Career Services schedules guest speaker webinars in areas of career interest.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Mr. Louis Pagano is the chief operating officer at Westwood College Online campus and responsible for implementing and monitoring the campus effectiveness plan (CEP). He is assisted with the CEP by a campus steering committee consisting of the executive assistant, onsite administrator, director of student services, vice president admissions, academic dean, director of marketing, and academic operations managers. Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor's degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master's degree in Engineering Management from National Technological University, Fort Collins, Colorado. He brings to the campus over twenty years of management experience.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

GENERAL COMMENTS:
The CEP provided to the team meets Council expectations for CEP content.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?

☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Louis Pagano is responsible for financial oversight of the campus. As previously stated, Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor's degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master's degree in Engineering Management from National Technological University, Fort Collins, Colorado. He brings to the campus over twenty years of management experience.

GENERAL COMMENTS:

Even though the class delivery system is online format, interviews with faculty and students promotes a spirit of cooperation and open communication among students, staff, and faculty.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Ralph Freye is the onsite administrator and vice president of student services. He began his Westwood College career 2010. He holds a bachelor's degree in Accounting from Ferris State University, Big Rapids, Michigan and a master's degree in Business Administration from Argosy University, Chicago, Illinois. He brings to the campus over eighteen years of management experience.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☐ Yes ☒ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

If *No* for any applicable item, insert the section number in parentheses and explain:
(Section 3-1-303(a)): The campus does not keep adequate records as it relates to accreditation and licensure on the CAR, specifically regarding, placement, attestations, and waiver verification. Below is a list of graduates that have signed attestations for placement in various programs. After sampling 17 graduate files for attestations, the team could not determine if any of the graduates who attested to being placed in a position were able to benefit from the skills and knowledge learned in the program; needed the credential to obtain a new position; completed the credential for possible future promotion; improved job-related skills; or completed the credential for professional development. Therefore, the team cannot verify that the students placed as result of an attestation were done so appropriately. For example:

(b)(6)

The following is a list of all students that were placed as a result of an attestation:

Program	Last Name	First Name	Soc Code	Prof Dev or Degree Rqmt.	Title	Company	Date of Hire
AN – Other	(b)(6)			*	(b)(6)		02/01/2011
AN – Other				*			02/01/2011
AN – Other				*			06/13/2013
BAACTFM – Other				*			02/13/2008
BAACTFM – Other				*			09/01/2013
BAFM – Other				*			05/10/2010
BAMGMT – Other				*			09/01/2011

BAMGMT – Other	(b)(6)	*	(b)(6)	07/07/2003
BAMGMT – Other		*		01/01/2005
BAMGMT – Other		*		08/26/2013
BAMM – Other		*		06/28/2012
GA – Other		*		06/18/2012
GA – Other		*		12/02/2012
GA – Other		*		02/01/2013
GA – Other		*		11/01/2009
GA – Other		*		01/31/2011
GA – Other		*		05/15/2013
GA – Other		*		01/28/2013
GA – Other		*		02/14/2003
GA – Other		*		02/01/2013
GDMM – Other		*		11/01/2010
GDMM – Other		*		01/26/2008
GDMM – Other		*		01/01/1991
GDMM – Other		*		10/01/2011
GDMM – Other		*		07/25/2011
GDMM – Other		*		08/01/2010
GSD - Other		*		07/22/2013
GSD - Other		*		08/01/2013
GSD - Other		*		04/01/2013
MBA - Other		*		04/19/2013
MBA - Other		*		02/04/2013
MBA - Other		*		06/01/2013
MBA - Other		*		01/28/2008
MBA - Other		*		10/08/2013
MBA - Other		*		07/01/2011
VC – Other		*		11/30/2011
VC – Other		*		04/01/2011
VC – Other		*		10/27/2011
VC – Other		*		10/01/2012
WD - Other		*		07/23/2007
WD - Other		*		10/11/1993
WD - Other		*		01/03/2013

WD - Other	(b)(6)	*	(b)(6)	09/24/2011
CADARCDF – Other		*		10/01/2007
CADARCDF – Other		*		01/01/2001
CADARCDF – Other		*		03/01/2012
ID – Other		*		06/22/2013
ID – Other		*		07/01/2007
ID – Other		*		04/25/1999
CJ – Other		*		03/06/2006
CJ – Other		*		01/04/2011
CJ – Other		*		09/22/2010
CJ - Other		*		02/01/2013
CJ - Other		*		01/01/2013
CJ - Other		*		06/30/2012
CJ - Other		*		09/01/2011
CJA - Other		*		10/24/2012
CJA - Other		*		08/01/2010
CJA - Other		*		06/19/2012
CJA - Other		*		03/22/2013
PL - Other		*		11/26/2012
PL - Other		*		11/02/2011
PL - Other		*		06/19/2013
PL - Other		*		06/17/2011
IT – Other		*		05/01/2011
IT – Other		*		09/11/2013
IT – Other		*		07/10/2000
IT – Other		*		04/29/2011
IT – Other		*		09/26/2006
IT – Other		*		10/21/2011
IT – Other		*		10/20/2012
IT – Other		*		09/09/2013
IT – Other		*		02/01/2011
IT – Other		*		08/01/2009

IT – Other	(b)(6)	*	(b)(6)	01/01/1999
ITCN - Other		*		03/06/2012
ITCN - Other		*		03/15/2012
ITCN - Other		*		11/21/1999
ITCN - Other		*		12/17/2010
ITCN - Other		*		03/12/2010
ITCN - Other		*		06/23/2009
ITSS - Other		*		05/13/1996
ITSS - Other		*		01/02/2001
ITSS - Other		*		01/23/2012
ITSS - Other		*		12/05/1994
ITSS - Other		*		07/10/2012
ITSS - Other		*		09/01/2009

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☐ Yes ☒ No

(Section 3-1-303(e)): The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog.

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed a total of 62 student files, including: 10 currently active students, 19 current students from the CAR, 8 drops from the CAR, 10 graduates from the CAR, 2 new students from the CAR, 3 re-enters from the CAR and 10 students not making SAP.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Ms. Kimberly Beckman, senior vice-president of admissions, is responsible for the oversight of student recruitment at the campus. Ms. Beckman has a bachelor's degree in Business Administration and Spanish from Coe College, Cedar Rapids, Iowa and a master's degree in Business Adminstration from the University of Colorado-Colorado Springs. She has been working at Westwood College since 2004 in admissions and in her current role since 2011.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team interviewed two admissions representatives and the vice-president of admissions as well as reviewed 62 enrollment agreements to verify the recruiting process for new students is ethical and compatible.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.23 Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master's degree?
☒ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of statisfactory academic progress can be found in the addendum to the academic catalog on page 2-6.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)

A probationary period
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No

An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study

The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)

The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes*, is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. Fletcher Brown, registrar, is responsible for the administration of satisfactory academic progress. Mr. Fletcher has an associate's degree in Computer Networking, a bachelor's degree in Computer Network Management and a master's degree in Business Administration, all from Westwood College. He has been working in academic registration since 2000, and 11 of those years are at Westwood.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) ☒ Scholarships.
(b) ☒ Grants.
(c) ☒ Loans.
(d) ☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes*, have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.

☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Mr. Adam Whitacre, director of student finance/student finance supervisor, is the on-site administrator responsible for financial aid. Mr. Whitacre has a bachelor's degree in Communication from the University of Colorado and has been working in student finance for 10 years, 5 of which are in his current position.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Mr. Whitacre is a member of the National Association of Student Financial Aid Administrators (NASFAA). Mr. Whitacre receives regular updates from NASFAA regarding changes in policy and regulations with financial aid, which he communicates to his employees. Alta, the parent company, provides weekly training sessions for all employees within the financial aid office.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The campus offers structured tutoring for all students. Student success workshops are available to students and cover a wide variety of topics including time management, study skills, and navigating the learning management system. Every new student is assigned a success coach who is responsible for providing academic advising and support for the first three terms.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes ☐ No ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Cassandra Nicholl, director of career services, is responsible for the oversight of counseling students on employment opportunities. Ms. Nicholl has a bachelor's degree in Sport Science from the University of Idaho and has been working in career services at the campus since 2009. She was brought into her current role in 2013.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 2144
The ending enrollment reported on the previous year's CAR is 2144

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
When the campus determines a student is leaving, the student finance advisors contact the student to discuss repayment with their loan obligations. In addition, former students receive an email from the campus explaining their repayment obligations.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus has a social media site called "In Circle" for current students and alumni where they can network and communicate with each other. Current students can create learning groups to support each other in their learning.

4.68 Do all students enrolled in master's degree programs possess a bachelor's degree?
☒ Yes ☐ No

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Ms. Aimee Callahan, the academic dean, is assigned to oversee the educational activities of all programs. She holds a bachelor's degree in Theatre, a master's degree in Communication, a master's degree in Education, and a doctoral degree in Adult Education, all from the University of Wyoming. She was named academic dean at this institution in January 2013.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The team verified that the administration and program chairs have sufficient authority and support in decision-making for the development and administration of programs. Each program chair participates in an annual curriculum review and program assessment. When areas of need are identified, there are systems in place for communication of recommendations and approval.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.10*)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes ☒ No (*Skip to question 5.14*)

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.16 What provisions are made for individual differences among students?
Each student is assigned an academic advisor to whom the student can go for individual issues. There are also faculty and peer tutors available, as well as subject-matter coaches. Students can pay to take an opt-out exam for most first- and second-year courses. Students passing the exam receive course credit, but the grade does not affect the student's GPA.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The team was able to verify a system is in place for curriculum assessment, evaluation, and revision. The program chairs meet with the academic dean at least once per quarter to review the curriculum and make changes if needed.

5.18 Does the faculty participate in this process?
☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal

experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes*, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No ☐ Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
At least two in-service training sessions are held each quarter. Attendees have a certificate of attendance placed in their faculty file.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

The campus provided both 2013 and 2014 development plans. The 2014 plans held activities but little documentation since the year is so new. The 2013 plans did contain documentation of the implementation of the plans.

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?
☒ Yes ☐ No

5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?
☒ Yes ☐ No

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.40 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
Westwood College Online is 100% instruction online. Students access their online courses via MyPath (Blackboard) and have access to their courses, and Student Resources including the Library, online Tutoring Center, and other resources.

Administrative offices and other space is located on the second floor of a two story building located in a commercial district. This space includes 43,000 square feet to support the online administrative support and administrative staff. There is ample parking and the building is handicap accessible.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?

☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the evaluation visit is the 2014 Academic Catalog Westwood College - Online, Volume 6 - No.1, Revised September 2013. With addendas dated 01/22/2014, 2/4/2014, 2/7/2014 and an additional addendum that will be effective 3/19/2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar.
☒ Yes ☐ No
(i) A full disclosure of the admission requirements.
☒ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☐ Yes ☒ No
(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)
(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No
(p) The transfer of credit policy.
☒ Yes ☐ No
(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No
(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)
(s) The refund policy.
☒ Yes ☐ No
(t) A statement describing the student services offered.
☒ Yes ☐ No
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

If *No* for any item, insert the section number in parentheses and explain:
(Section 3-1-701 and Appendix C): The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript.

The grading system that starts on page 49 of the catalog gives explanations of the following designations that are not listed on the transcript to include proficiency (PR), transfer (TR), pass (P)/ no pass (N), incomplete (I), withdraw (W), and repeated course (R). Additionally, on page 153 of the catalog, other grades listed are audit (AU) and equivalent (EQ), although neither are explained in the catalog.

On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been stated. There are statements on the transcript that attempt to explain repeated courses and withdraw and transfer, but the statements do not match the catalog. The campus also provided an updated addendum but still lacked consistency between the catalog and transcript.

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes,* does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No ☐ Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?
☒ Yes ☐ No *(Skip to Question 7.07.)*

If *Yes,* does the catalog contain the following?
(a) A description of each mode of delivery used for distance education courses.

☒ Yes ☐ No

(b) Any additional or different admissions requirements for students taking distance education courses.
☐ Yes ☐ No ☒ Not Applicable (there are no additional or different admissions requirements)

(c) A description of any tests used to determine access to distance education.
☐ Yes ☐ No ☐ Not Applicable (no additional tests are given)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.
☒ Yes ☐ No

(e) Costs and fees associated specifically with distance education.
☐ Yes ☐ No ☒ Not Applicable (there are no additional costs and fees)

All courses and/or programs are offered online.

7.07 Does the catalog contain an addendum/supplement?
☒ Yes ☐ No *(Skip to Question 7.08.)*

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☒ Yes ☐ No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

7.08 Is the catalog available online?
☒ Yes ☐ No *(Skip to Question 7.09.)*

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No *(Skip to Question 7.10.)*

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises online through their website, through direct mailers, flyers, newspapers and television.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☒ No *(Skip to Question 7.14.)*

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☐ Yes ☒ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The institutional performance information that the campus provides to the public, includes information on college completion and graduation rates and placement rates.

Where is this information published and how frequently is this information being updated?
This information is published online and was updated for the 2012-2013 CAR.

7.18 Does the catalog have a separate section describing the following:

(a) Program requirements
☒ Yes ☐ No
(b) Admission procedures
☒ Yes ☐ No
(c) Transfer policies
☒ Yes ☐ No
(d) Graduation requirements
☒ Yes ☐ No
(e) Regulations
☒ Yes ☐ No
(f) Course descriptions
☒ Yes ☐ No

COMMENDATIONS:
Commendations are given for the website www.westwoodcollegesuccess.com and the booklet that was created for student success stories and videos that tell the story of graduates who have transformed their lives, families, and futures at Westwood.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Faculty members report that they can recommend any new databases to add to the campus holdings. The team reviewed e-mails from faculty requesting resources. All holdings are electronic--with no hard copies of any resources.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $21,065.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
A total of $5,425 (26%) has been spent thus far--all on electronic databases.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Faculty members confirmed that most courses require projects that require student usage of library resources. This was confirmed by a review of course syllabi.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

The databases are organized online by subject area.

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The library includes several EBSCO databases. LexisNexis, and Proquest. The campus has recently dropped five databases, including EBSCO Academic Search Premier, which is critically useful for the MBA students.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Ms. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

Since this is a completely electronic library, all resources are available all of the time.

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☒ Yes ☐ No

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?
☒ Yes ☐ No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?
☒ Yes ☐ No

8.31 Is there a current inventory of instructional resources, including online resources?
☒ Yes ☐ No

8.32 Are the resources organized for easy access and usage?
☒ Yes ☐ No

8.33 Is it evident that faculty encourages the use of the library?
☒ Yes ☐ No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?
☒ Yes ☐ No

8.35 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Ms. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.36 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.37 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.38 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
☒ Yes ☐ No

8.39 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?
☒ Yes ☐ No

8.40 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources?
☒ Yes ☐ No

8.41 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?
☒ Yes ☐ No

8.42 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
☒ Yes ☐ No

8.43 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.44 What library resources does the campus provide to support a better understanding of scholarly research at the graduate level?
All of the peer-reviewed journals online support an understanding of scholarly research at the graduate level.

9. PROGRAM EVALUATION

Academic Associate's Degree in Business Administration

Bachelor's Degree in Business Administration: Major in Management

Bachelor's Degree in Business Administration: Major in Human Resource Management

Bachelor's Degree in Business Administration: Major in Marketing Management

Bachelor's Degree in Business Administration: Major in Project Management

Bachelor's Degree in Business Administration: Major in Accounting

Bachelor's Degree in Business Administration: Major in Healthcare Management

Bachelor's Degree in Business Administration: Major in Fashion Merchandising

Master's Degree in Business Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Jennifer Dartt is the program chair for business. She has been in this position since May 2010. She holds a bachelor's degree in Journalism, a master's degree in Business Administration from Westwood College Online, and a master's degree in Legal Studies from Texas State University.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

Improvement plans were on file for the retention percentages of the bachelor's major in Human Resource Management and the major in Project Management and for the placement rate for the bachelor's major in Healthcare Management.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Program advisory committee meeting minutes were reviewed, as was documentation of two guest speakers within the past year. During a telephone faculty meeting, faculty gave other examples of the use of community resources.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following numbers of calls were attempted:
Bachelor's Degree in Business Administration: Major in Management: 6
Bachelor's Degree in Business Administration: Major in Marketing Management: 5
Bachelor's Degree in Business Administration: Major in Accounting: 3
Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 5
Master's Degree in Business Administration: 4

How many calls to employers or graduates were successful?
The following numbers of calls were successful:
Bachelor's Degree in Business Administration: Major in Management: 2
Bachelor's Degree in Business Administration: Major in Marketing Management: 2
Bachelor's Degree in Business Administration: Major in Accounting: 3
Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 3
Master's Degree in Business Administration: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following numbers of calls confirmed employment as stated on the CAR:
Bachelor's Degree in Business Administration: Major in Management: 2
Bachelor's Degree in Business Administration: Major in Marketing Management: 2
Bachelor's Degree in Business Administration: Major in Accounting: 2
Bachelor's Degree in Business Administration: Major in Healthcare Management: 2
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 3
Master's Degree in Business Administration: 3

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
Section 3-1-303(a)): The following three placements could not be verified, based on phone conversations with the following students:

(b)(6)

Additionally 14 students in the various Business Administration programs, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following three files:

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☒ No ☐ Not Applicable

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
(Section 3-1-303(a)): Documentation on file could not verify graduates classified on the CAR as "not available for placement." Ms. Tiffany Anderson, graduate (May 2013) from the Associate of Business Administration program, has a Career Services Graduation Packet that lists contact information, additional contact information (relatives) and professional interest information. In the professional interest information section of the front page, Ms. Anderson lists the following information that may be helpful to assist the school in her job search:

"Now that I've received my Associate's Degree, I am currently furthering my education at the University of North Texas at Dallas to get my Bachelors. Although I would love to venture into marketing, I've hit a point where I'm undecided in the direction I wanted to go with my schooling. In the meantime, I would like to find a quality paying job that is part time and willing to work around my school schedule."

On page 2 of this document, there is an electronic signature from the student, dated for September 26, 2013.
There is an additional form titled, 'Employment Information', on this graduation form, there is a question checked by the student, "I am unable to work at this time due to the following reason: (check one)

The student has checked Continuing Education
Continuing School: University of North Texas at Dallas
Program: Business
Start Date: August 27, 2013.

Additionally in the Graduation Packet, there is a Career Services Graduate File Review Form, that states, "we are familiar with the regulatory agency's policies regarding employment status coding, documentation required to substantiate coding, as well as verification of employment." This document was signed by the vice president, student and academic services and the manager of career services.

While the team was onsite, the manager of career services, provided a .wav file with a conversation with that was placed on February 7, 2014 from a Career Service Advisor to Ms. Tiffany Anderson, however, a telephone conversation with the student does not provide the type of written documentation needed to support the continuing education waiver.

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Faculty gradebooks online were reviewed that documented assessment of out-of-class work.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9.49 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?
☒ Yes ☐ No

9.50 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?
Dr. Omar Parks, program chair since November 2013, oversees the master's in Business Administration program. Dr. Parks holds a doctoral degree in Business Administration from Argosy University, a master's degree in Adult Education and Distance Learning from the University of Phoenix, and a bachelor's degree in Theatre and Dance from the University of Wyoming. He has 11 years combined experience in education as an administrator, dean, and instructor. Dr. Park's position is 100% administrative. His academic and professional experiences qualify him to chair the program.

9.51 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.52 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

9.53 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
☒ Yes ☐ No

9.54 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?
☒ Yes ☐ No

9.55 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required.?
☒ Yes ☐ No

9.56 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.57 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.58 Are the course prerequisites appropriate, and are they being followed?
☒ Yes ☐ No

9.59 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?
☒ Yes ☐ No

9.60 Does faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
☒ Yes ☐ No

9.61 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
☒ Yes ☐ No

If *Yes,* please describe how the campus encourages scholarly activity:
Graduate faculty are encouraged to engage in scholarly research including attending conferences to present proceedings and to publish findings and articles in academic journals verified by expectations listed in job descriptions, items on professional development plans and documentation of activities, vitae of current faculty, and discussions with administrators.

9. PROGRAM EVALUATION

Academic Associate's Degree in Computer Aided Design/Architectural Drafting

Bachelor's Degree in Interior Design

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Scott Dahl, is the program chair and is assigned to administer the academic duties associated with the Computer-Aided Design and Interior Design programs. He holds an associate's degree and a bachelor's degree of Fine Arts in Industrial and Interior Design from Rochester Institute of Technology, a master's degree in Theatre History from The University of Albany and a master's degree of Fine Arts in Theatre from the University of Massachusetts. Mr. Dahl has been with Westwood College since 2006, he currently teaches two of the online courses. Prior to starting at Westwood College, Mr. Dahl worked at several firms that specialized in design and project management of theatres, commercial interiors, and exhibits.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend online. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Computer Aided Design/Architectural Drafting: 5
Bachelor's degree program in Interior Design: 8

How many calls to employers or graduates were successful?
Academic associate's degree program in Computer Aided Design/Architectural Drafting: 3
Bachelor's degree program in Interior Design: 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Academic associate's degree program in Computer Aided Design/Architectural Drafting: 3
Bachelor's degree program in Interior Design: 5

(Section 3-1-303(a)): Additionally, 6 students in the CADD/Interior Design programs, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following three files:

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided homework assignments and while talking with students, they advised they participate and complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:
The Program Chair is very dedicated to the continual improvement of the program and has detailed plans to foster student growth through the use of industry resources, leveraging experienced faculty and online "best practices."

9. PROGRAM EVALUATION

Bachelor's Degree in Visual Communications

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Kelly Goethals, is the program chair and is assigned to administer the academic duties associated with the Graphic Design programs, including the bachelor's degree in Visual Communications. Ms. Goethal holds an associate's degree in Fine Art from the University of West Florida, a bachelor's degree in Fine Arts from the University of Central Florida, and a master's degree in Graphic Design from Savannah College of Art and Design. Ms. Goethals has been with Westwood College since 2004, she currently teaches two of the online courses. Prior to starting at Westwood College, Ms. Goethals was an adjunct instructor at Broward Community College and worked at a graphic design firm that specialized corporate advertising and photography.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend on-line. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed

☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor's degree program in Visual Communications: 13

How many calls to employers or graduates were successful?
Bachelor's degree program in Visual Communications: 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor's degree program in Visual Communications: 6

(Section 3-1-303(a)): Additionally, four students in the Visual Communications program, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following file:

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No *(Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was provided copies of student homework. During interviews with students, they acknowledge they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

☒ Yes ☐ No

(b) Instructional equipment.

☒ Yes ☐ No

(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:

The program chair is very dedicated to supporting her students and faculty, her efforts to leverage new technology and find innovative ways to continually improve the program.

9. PROGRAM EVALUATION

Academic Associate's Degree in Medical Insurance Coding and Billing

Academic Associate's Degree in Medical Office Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Mary Aboutar is the healthcare program chair for both the associate of applied science in Medical Insurance Coding and Billing and the associate of applied science in Medical Office Management. She has been with Westwood College since December of 2009, orginally as the program chair for the Medical Assisting program and then in May 2011 as the program chair for the Medical Insurance Coding and Billing and Medical Office Management programs. Ms. Arboutar holds a bachelor's degree in Health Care Administration from St. Leo University. She is a Registered Medical Assistant (RMA) through the American Medical Technologists (AMT), current through April 2014. Ms. Aboutar also holds a certificate in Medical Claims and Billing from the US Career Institute obtained December 2004. She has worked on and off in the field as a RMA and Medical Biller and Coder since 2004.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The institution utilizes a Programmatic Advisory Committee (PAC) that combines the Medical Office Management and Medical Insurance Coding and Billing programs. The committee has met once on May 29, 2013 and has another one planned in the near future. There was documentation for a guest speaker on file. New webinars for the healthcare programs are being implemented February 18, 2014 and there is also documentation on the mypath.westwood.edu website under each syllabus' assignments tab for other community involvement projects that are class specific.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There was one call attempted for the Associate of Applied Science in Medical Office Management.
There are no graduates for attempted calls in the Associate of Applied Science in Medical Insurance Coding and Billing.

How many calls to employers or graduates were successful?
There was one successful call for the Associate of Applied Science in Medical Office Management.
There are not any graduates in the Associate of Applied Science in Medical Insurance Coding and Billing at this time.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Associate in Medical Office Management-0

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
(Section 3-1-303(a)): Although there was one successful contact for graduate from the Medical Office Management program, the student was not placed in field as attested by the institution. The student states that she is a freelance home health aid that does not work for any agency but takes on patients through word of mouth, family, and friends. She also stated that she had been doing this for many years before obtaining her degree and resumed this position post graduation in September 2013. Her primary skills include companionship, cooking, light housekeeping, transportation to physician appointments, and help with activities of daily living (ADL's). The student stated that she does not feel that the training she received from Westwood's Medical Office Management degree has helped her prepare for this position. She previously obtained her bachelor of Healthcare Management from Westwood. Upon team review, there is not a match for job description, title, or skills utilized allowing for an in-field placement of the graduate. The Medical Office Management program specifically states in the catalog, and through review of curriculum offered, that this degree is designed to manage medical office operations and to teach and train students the skills necessary to work with doctors and their patients in a medical office environment. Core curriculum classes include accounting, medical insurance and administrative procedures, principles of human resource mananagement, and advanced medical office management, to name a few. The core curriculum involves over 70% management related topics and does not relate the skill set to afford a placement as in-field in regards to a home health aid position.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Electronic gradebooks were reviewed randomly for the Medical Office Management and Medical Insurance Coding and Billing programs. The gradebooks reviewed included: Computer Applications (ITCS101), College Mathematics (MATH107), Success Strategies (PDVE111), Computer Software Applications in Healthcare (MICB151), Healthcare Billing and Reimbursement Systems (MICB240), Anatomy & Physiology I (BIOL170), and Introduction to Health Information Technology (HINT110). Student assignments, course objectives, completion times, and evaluation of progress for those objectives are being met and documented.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.

☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

COMMENDATIONS:
The team would like to commend the institution for a well evidenced online layout in design, structure, and implementation of curriculum within the healthcare programs. It is also to be commended that the institution has shown to have tried substantial and adequete career advisement for graduates although geographics may be a challenge.

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice

Academic Associate's Degree in Paralegal

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice with Westwood College Online. Dr. Giannoni holds a bachelor's degree and master's degree in Criminal/Social Justice from Lewis University in Romeoville, Illinois, and a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, Illinois.

Mrs. Jennifer Dartt is the interim program chair responsible for administering the Paralegal program. Mrs. Dartt holds a bachelor's degree in Journalism from the University of Texas, Austin, Texas; a master's degree in Business Administration from Westwood College Online, Broomfield, Colorado; and a master's degree in Legal Studies from Texas State University in San Marcos, Texas.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CJ381-Women and Criminal Justice, students were assigned the project of locating a female adolescent juvenile program, in their community, through a church or another criminal justice program. After conducting interviews with staff, students completed a reflection paper sharing their experiences and received peer review feedback through online threaded discussions.

The Paralegal program also utilizes community resources within its online courses through webinars, specific to course content, such as Fair Debt Collection Practices and Career Management in paralegal careers.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
If *No,* insert the section number in parentheses, list the courses, and explain:

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic associate's degree program in Criminal Justice: 5
Academic associate's degree in Paralegal: 9

How many calls to employers or graduates were successful?
The following number of calls, by program was successful:
Academic associate's degree program in Criminal Justice: 1

Academic associate's degree program in Paralegal: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following number of successful contacts confirmed the employment of the graduates in the following programs:
Successful contacts confirming employment for Criminal Justice: 1
Successful contacts confirming employment for Paralegal: 4

(Section 3-1-303(a)): Additionally, 15 students in the Criminal Justice and Paralegal programs, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following four files:

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Documentation of evaluations in out-of-class work was viewed online for both the Criminal Justice and the Paralegal programs. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in PowerPoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9. PROGRAM EVALUATION

Bachelor's Degree in Criminal Justice: Major in Administration

Bachelor's Degree in Criminal Justice: Major in Corrections

Bachelor's Degree in Criminal Justice: Major in Investigations

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice. Dr. Giannoni holds a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, IL; a master's degree and a bachelor's degree in Criminal/Social Justice from Lewis University in Romeoville, IL.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CRJS211-Communication for the CJ Professional, students were assigned the project of contacting a bilingual law enforcement professional, in their community and interview cultural benefits and career goals. Students completed a reflection paper, after interview staff, sharing their experiences and receiving peer review feedback through online threaded discussions.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No

(b) Course numbers
☒ Yes ☐ No

(c) Course prerequisites and/or corequisites
☒ Yes ☐ No

(d) Instructional contact hours/credits
☒ Yes ☐ No

(e) Learning objectives
☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No

(h) Instructional methods
☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were 18 calls made to the employers.

How many calls to employers or graduates were successful?
There were 10 successful calls

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were 8 successful calls.

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
(Section 3-1-303(a): The team was not able to verify the backup documentation to support the placement rate, in the field of study for the program as reported during phone verification of job placements.

(b)(6)

- *CRJS275 Constitutional Law – This course explores history of the Constitution of the United States and its application to the legal system. Topics include the structure of the Constitution and its amendments, historical basis of the Constitution and its amendments, separation of powers, judicial review, and court decisions pertinent to contemporary legal issues. Upon successful completion of this course, students will be able to identify and discuss the basic structure of the US Constitution and analyze rights, procedures, and issues as interpreted by the courts.
- CRJS111 Introduction to Policing – This course presents an overview of contemporary law enforcement agencies and their functions within the criminal justice system. Topics include historical development, roles and functions, the police sub-culture, ethics, corruption, and civil liability. Upon successful completion of this course, students will be able to describe the functions of modern law enforcement agencies, explain their histories and roles in society, and identify contemporary policing trends and issues.
- CRJS291 Criminal Justice Administration – This course examines the administration of the three components of the justice system. Topics include personnel roles and functions, issues and practices, rights of criminal justice employees, labor relations, and practices, rights of criminal justice employees, labor relations, financial administration, study and scope of justice administration, and administrative principles and practices. Upon successful completion of this course, students will be able to describe the concepts, terms, and realities of criminal justice administration.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Documentation of evaluations for out-of-class work was viewed online for the Criminal Justice program. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in Powerpoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Graphic Design: Animation

Bachelor's Degree in Graphic Design: Animation

Bachelor's Degree in Graphic Design: Game Art

Bachelor's Degree in Graphic Design: Web Design

Bachelor's Degree in Software Development: Game Software Development

9.01 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Carey Richards is the program chair for the Game Art and Animation Department at Westwood College online. Mr. Richards holds a bachelor's degree in Art Studio from Colorado College in Colorado Springs, Colorado and a master's degree in 3D Animation/Digital Effects from Regis University in Denver, Colorado. Mr. Richards owns and works in Media Arts for CKR Productions from 1996 to the present.

Mr. Brian Leader is the program chair for the Game Software Department at Westwood College Online. Mr. Leader holds a bachelor's degree in Aerospace Engineering from Boston College in Boston, Massachusetts and a master's degree in Aeronautical Engineering from Rensselear Polytechnic Institute in Troy, New York. Mr. Leader, also, is the chief programmer for Ideas Live as a game and educational software development and manager from September 1997 to the present.

Dr. Claire Boger is the program chair for the Web Design Department at Westwood College Online. Dr. Boger holds a bachelor's degree in Visual Communications from the School of Visual Arts in New York, New York, a master's degree in Computer Art from the School of Visual Arts in New York, New York, and a doctoral degree in Education from Capella University in Minneapolis, Minnesota.

Ms. Kelley Goethals is the program chair for the Graphic Design and Visual Communications Department. Ms. Goerhals holds an academic associate's degree in Art from the University of West Florida in Pensacola, Florida; a bachelor's degree in Art from the University of Central Florida in Orlando, Florida; and a master's degree in Graphic Design from Savannah College of Art and Design in Savannah, Georgia.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The team confirmed the programs utilize their Program Activities Committee (PAC) to provide expertise in the specific areas of concentration. The programs, also, utilized guest speakers who login online with the students. These resources provide the students with insight from professionals, doing business in the field to ensure the students are learning the necessary skills to compete for jobs, in their respective areas, as well as, their respective locations.

9.08 Is the utilization of community resources sufficient to enrich the program?

☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Graphic Design: 6
Bachelor's degree program in Graphic Design-Animation: 3
Bachelor's degree program in Graphic Design-Game Art: 4
Bachelor's degree program in Graphic Design-Web Design: 4
Bachelor's degree program in Software Development-Game Software: 6

How many calls to employers or graduates were successful?
Academic associate's degree program in Graphic Design: 3
Bachelor's degree program in Graphic Design-Animation: 1
Bachelor's degree program in Graphic Design-Game Art: 2
Bachelor's degree program in Graphic Design-Web Design: 2
Bachelor's degree program in Software Development-Game Software: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Academic associate's degree program in Graphic Design:3
Bachelor's degree program in Graphic Design-Animation:1
Bachelor's degree program in Graphic Design-Game Art:2
Bachelor's degree program in Graphic Design-Web Design:2
Bachelor's degree program in Software Development-Game Software:3

(Section 3-1-303(a)): Additionally, eight students in the various Graphic Design programs, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following file:

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team evaluated student's homework, which was appropriate for the subject matter and consistent with the requirement, as defined on the respective program's course syllabi.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The team found the program was, generally, well- conceived, directed, and taught.

COMMENDATIONS:
This is a well- run campus with competent, caring faculty, administration and staff, all dedicated to the single goal of student success.

9. PROGRAM EVALUATION

Academic Associate's Degree in Information Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master's degree in Internet Information Systems from Robert Morris University, bachelor's degree in Information Systems Management from Robert Morris University, and an associate's degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008,

and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associated with the field of study. Adobe Connect is also used to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions

☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in information technology (IT-Other) 7

How many calls to employers or graduates were successful?
Academic associate's degree program in information technology (IT-Other) 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful calls confirmed the employment of the graduate as reported on the 2012 – 2013 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was provided access to the online grade book and student homework assignments. During interviews with the students, they verified they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

9. PROGRAM EVALUATION

Bachelor's Degree in Network Management
Bachelor's Degree in Systems Security
Bachelor's Degree in Computer Forensics
Occupational Associates in Information and Network Technologies

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master's degree in Internet Information Systems from Robert Morris University, bachelor's degree in Information Systems Management from Robert Morris University, and an associate's degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

The information technology - forensics program has a retention rate of 59%. The other bachelor programs that have students enrolled have met the retention rate standard.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associated with the field of study. Adobe Connect is also use to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor's degree program in Information Technology - Forensics, Network Management, and Systems Security: 10

How many calls to employers or graduates were successful?
Bachelor's degree program in Information Technology - Systems Security: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful calls confirmed the employment of the graduate as reported on the CAR.

(Section 3-1-303(a)): Additionally, 23 students in the various Information Technology programs, as listed in question 3.05 have attestations on file that could not be verified The team reviewed the following five files:

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was provided homework assignments to review. During interviews with students and faculty, the team was advised of the homework assignments and requirements.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☐ Yes ☒ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.32 What is the current student/teacher ratio?
The current student/teacher ratio is 10:1 in the occupational associate's degree program in Information and Network Technologies.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

9.34 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.35 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.36 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.37 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

NONTRADITIONAL EDUCATION

- Distance Education
- Self-Paced Instruction
- Consortium Agreements

H.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications?

Mr. Lou Pagano, chief operating officer of Westwood College Online , administers the distance education activities. Mr. Pagano holds a bachelor's degree in Electrical Engineering from SUNY at Buffalo and a master's degree in Engineering Management from National Technology University. He has held various executive level positions throughout the past 10 years at Westwood including campus president and regional vice president. His position is 100% administrative.

Mr. Pagano is supported by Dr. Aimee Callahan, academic dean, who oversees the online curriculum in collaboration with the academic affairs curriculum design team members, program chairs, students, faculty, and academic operations managers. Dr. Callahan has a doctoral degree in Adult Learning and Postsecondary Education; two master's degrees, one in Adult Learning and Postsecondary Education and one in Communication & Journalism; and a bachelor's degree in Theatre and Dance; all of her credentials are from the University Wyoming.

H.02 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

H.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?

☒ Yes ☐ No

H.04 Are the time and resources devoted to the administration of distance education sufficient?

☒ Yes ☐ No

H.05 Did the institution receive approval from ACICS prior to using distance education as a mode of delivery?

☒ Yes ☐ No

H.06 Does the institution have a plan to implement distance education instruction?

☒ Yes ☐ No

The campus offers all of its programs exclusively online. Therefore, all academic and students services are provided through an asynchronous virtual environment with adequate on-ground facilities and telecommunications to support its operations.

The course/program content and delivery format is developed by its parent company, Alta Colleges, Inc., central administration curriculum team whose members include master's prepared personnel with over 40 years of combined experience in instructional design, including 25 years in online development. The team collaborates with subject-matter experts from each content area. Ultimately, administration and faculty, review, give feedback, and make recommendations to ensure curricula are aligned with and meeting students' expectations and fulfilling its campus mission. A memorandum documents this system.

H.07 If the institution has a plan, does it include the following:

(a) Rationale?
☒ Yes ☐ No
(b) Resources?
☒ Yes ☐ No
(c) Course/program objectives?
☒ Yes ☐ No
(d) Course content?
☒ Yes ☐ No
(e) Student assessment?
☒ Yes ☐ No

H.08 Does the institution integrate this plan into the Campus Effectiveness Plan?

☒ Yes ☐ No

H.09 Is the delivery method appropriate for students and the curriculum?
☒ Yes ☐ No

H.10 Are admission requirements for distance education courses/programs identified by the institution?
☐ Yes ☐ No ☒ Not Applicable (no additional admissions requirements)

As previously stated, the campus offers all of its programs exclusively online; therefore, there are no distinctions between its admissions requirements for online versus on campus programs.

H.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?
☒ Yes ☐ No ☐ Not Applicable (no admissions test required)

H.12 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program?
☒ Yes ☐ No ☐ Not Applicable

H.13 Does the institution make it clear in writing at the time of enrollment how the student's privacy will be protected in the identity verification process?
☒ Yes ☐ No

H.14 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?
☒ Yes ☐ No

If *Yes*, explain how and when this information is disclosed.
There are no additional charges or fees associated with the verification of student identity.

H.15 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?
☒ Yes ☐ No

H.16 Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities?
☒ Yes ☐ No

H.17 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes?
☒ Yes ☐ No

H.18 Describe how the courses provide opportunities for interaction between faculty and students.
The following strategies are used to facilitate online faculty and student interaction: an "Announcements" feature for all courses that provides directives through instructor postings; a threaded discussion forum in which students are required to post statements and peer responses for which they receive instructor feedback; and an assignment feature with a grade book link that provides a dialogue between an instructor and individual student. In addition, students are encouraged to contact their instructors by email or telephone if an individual or personal response is needed-the instructor's contact information is accessible through the course's home page. Access to and observation of scheduled online courses and 98% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
☒ Yes ☐ No

H.19 Describe how the courses provide opportunities for interaction among students.
Students interact with peers through threaded discussion forums that require direct responses to peers' postings; group project assignments that require dialogue among group members using email, telecommunications, or scheduled face-to-face meetings as appropriate; and an email utility feature in each course that provides the ability to send group or individuals emails to peers. Access to

and observation of scheduled online courses and 97% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
☒ Yes ☐ No

H.20 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?
☒ Yes ☐ No

H.21 Is the curriculum administered in a way that maintains security of access?
☒ Yes ☐ No

H.22 Describe the student identity verification method used by the campus.
Students are assigned access to MyPath through the SMART student information system. When applicants are accepted and become Westwood College Online students they are assigned their own login information which allows them access to MyPath and their campus email. This login verifies the student is "the student who enrolled at the campus." Page 71 of the 2014 Academic Catalog Westwood College-Online, Volume 6, NO. 1 explicitly outlines the "Prohibited Use of Information Technology Resources" for students; students are prompted to review this outline during the online orientation.

Is this method adequate?
☒ Yes ☐ No

H.23 Does the institution employ academically and experientially credentialed faculty to teach online courses?
☒ Yes ☐ No

H.24 Describe the institutions learning management system.
The Blackboard learning management system is utilized to deliver online courses. The campus refers to Blackboard as MyPath. MyPath is an institutional shell with a home page that enables students, faculty, and staff to connect to Blackboard, the library, tutoring services, student resources, career services and other information and support through a single log in.

H.25 Are the faculty properly trained to utilize the institutions learning management system for purposes of instruction, communication, and assessment?
☒ Yes ☐ No

H.26 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?
☒ Yes ☐ No

H.27 Does the institution demonstrate appropriate faculty student ratios to support:

(a) Faculty and student interaction?
☒ Yes ☐ No
(b) Facilitation of interaction among students?
☒ Yes ☐ No
(c) Facilitation of interaction with curriculum content?
☒ Yes ☐ No

H.28 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

H.29 Does the institution have adequate financial resources to support the courses/program(s)?
☒ Yes ☐ No

H.30 Does the institution demonstrate that students taking online courses have access to the same or e equivalent library resources and support as on ground students?
☒ Yes ☐ No

H.31 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?
Students are required to complete an online orientation prior to beginning coursework. The orientation is provided in a self-paced, online format accessible through MyPath. Students participate in activities which familiarize them with learning platform navigation, technical support access, student resource information and access, and student success lessons. The virtual workshop requires students to complete quizzes and graded assignments throughout the process. In response to a questionnaire given by the team while on-site, 92% of the student respondents confirmed they had participated in the orientation. A majority of students confirmed it helped them to navigate the system.

Is this orientation adequate?
☒ Yes ☐ No

H.32 Does the institution provide support services for online students which are the same or equivalent to those provided for on ground students in the follow areas:
(a) Counseling?
☒ Yes ☐ No
(b) Academic advising?
☒ Yes ☐ No
(c) Financial aid?
☒ Yes ☐ No ☐ Not Applicable (Institution does not participate in financial aid)
(d) Employment assistance?
☒ Yes ☐ No ☐ Not Applicable (Institution enrolls only international students on a student visa)

H.33 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?
☐ Yes ☐ No ☒ N/A

The campus does not offer on-ground courses; therefore, there is no basis for or validity of comparison.

H.34 Does assessment and assignments demonstrate student achievement of course learning objectives?
☒ Yes ☐ No

H.35 Does the institution document that it conducts the following:
(a) Course/program evaluations (including assessments of educational outcomes)?
☒ Yes ☐ No
(b) Student retention and placement?
☒ Yes ☐ No
(c) Student satisfaction?
☒ Yes ☐ No
(d) Faculty satisfaction?
☒ Yes ☐ No
(e) Employer satisfaction?
☒ Yes ☐ No

H.36 Does the institution fully disclose what forms of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material?
☒ Yes ☐ No

GENERAL COMMENTS:
To obtain a robust sample of student and faculty perspectives who are engaged in an exclusively online, off-site environment,students and faculty were invited via email to participate in an anonymous survey through SurveyMonkey®. Within a 24-hour period while the team was on-site, nearly 500 students and over 100 faculty members responded. Student responses to queries about orientation, reviewing syllabi and objectives, interactions

with faculty and peers, and access to student services, resulted in a 97% positive response rating. Faculty member responses to queries about interactions with students, teaching approaches, administrative support, and use of community resources, resulted in a 98% positive response rating. Questions were objective with "yes/no" responses, and space was provided for brief comments. The data collected was deleted immediately following a review of the analyses generated by the site and the comments. The reliability of the surveys is comparable to on-site classroom visits, faculty meetings, and individual interviews. The validity of the responses is no greater than providing a sample of student and faculty perspectives about their experiences.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1	**3-1-303(a)**	The school does not keep adequate records as it relates to accreditation and licensure or the CAR, specifically regarding placement classifications, attestations, and waiver verification (pages 8-11, 31-32, 37, 41, 45, 49, 53-4, 58, and 67).
2	**3-1-303(e), 3-1-701, and Appendix C**	The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript (page 11 and 22).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration *(These recommendations are not included in the report seen by the Council)*:

Publications

- Combine multiple addenda into one document with appropriate date headings for changes, to avoid accidental exclusion of separate sections.

Library

- Renew the lapsed subscription to the EBSCO Master Search database to enhance student research resources in the undergraduate and graduate business programs.

Computer Aided Design/Architectural Drafting

- Faculty suggested an interview process for students coming into the Computer Aided Design/Architectural Drafting program. This approach does not need to be stringent, such as a portfolio requirement but more of a casual conversation an inquiry into the individual's ideas on the industry and what is involved.

NEW GRANT

WESTWOOD COLLEGE - SOUTH BAY
19700 South Vermont
Torrance, CA 90502
ACICS ID Code: 00027056

Mr. Chris Turen, Campus President ((b)(6) @westwood.edu)
(b)(6) @westwood.edu

September 30, 2013 – October 1, 2013

Dr. Joyce J. Caton	Chair	Retired Educator	Wentzville, MO
Ms. Donna L. Reed	Student-Relations Specialist	Retired Med/Tech College	Indianapolis, IN
Dr. Ronald T. Mosley	Educational Activities/Library	Retired Alabama SDE	Boaz, AL
Ms. Melba Miles	Business Administration Specialist	Park University	Stockbridge, GA
Mr. Khaled M. Sakalla	Computer Aided Design/ Architectural Drafting & Construction Management Specialist	Campus President IADT	Seattle, WA
Mr. Alex Yarbrough	Criminal Justice Specialist	Virginia College	Chelsea, AL
Joseph Aranyosi	Graphic Design, Visual Communications & Game Art Specialist	Career Education Corporation	Crystal Lake, IL
Mr. Thomas Phillips	Information and Network Technologies Specialist	Retired	Tinton Falls, NJ
Mr.Philip Bulone	Interior Design Specialist	Campus Director of Education IADT	Tampa, FL
Dr. Joshua Jayasingh	Medical Insurance Billing and Coding, Medical Assisting, & Medical Office Management Specialist	Program Chair NY Institute of English & Business	Richmond Hill, NY
Ms. Erica Boothe	Accreditation Coordinator	ACICS	Washington, D.C.

PROGRAMS OFFERED BY
WESTWOOD COLLEGE – SOUTH BAY
TORRANCE, CA

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Bachelor of Science	Bachelor's	Business Administration: Major in Accounting	1820	180	1/0	60%	**100%**	NA	N/A
Bachelor of Science	Bachelor's	Business Administration Major in Healthcare Management	1820	180	15/4	76.19%	100%	72%	N/G
Bachelor of Science	Bachelor's	Business Administration Major in Management	1820	180	19/10	70.11%	100%	**59%**	N/G
Bachelor of Science	Bachelor's	Business Administration Major in Marketing Management	1820	180	6/3	70.97%	100%	82%	N/G
Associate of Applied Science	Academic Associate's	Criminal Justice	905	90	60/12	88.46%	N/G	N/A	N/A
Associate of Applied Science	Academic Associate's	Computer Aided/ Architectural Drafting	1205	90	11/8	75%	71.43%	75%	**33%**
Bachelor of Science	Bachelor's	Construction Management	1945	180	9/2	68.75%	100%	72%	100%
Bachelor of Science	Bachelor's	Graphic Design: Major in Game Art	2325	180	16/6	76.39%	100%	72%	**50%**
Bachelor of Science	Bachelor's	Information Technology: Major in Systems Security	2350	180	8/7	66.67%	100%	75%	100%
Bachelor of Science	Bachelor's	Interior Design	2330	180	6/5	84.85%	100%	64%	100%
Bachelor of Science	Bachelor's	Graphic Design: Major in Visual Communications	2305	180	15/5	84.09%	100%	66%	100%
Associate of Applied Science	Academic Associate's	Graphic Design	1205	90	34/8	76.19%	N/G	N/A	N/A
Associate of Applied Science	Academic Associate's	Paralegal*	925	90	0	70.83%	**42.86%**	63%	100%
Associate of Applied Science	Academic Associate's	Business Administration	910	90	46/11	95.24%	N/G	N/A	N/A
Associate of Applied Science	Academic Associate's	Construction Management	965	90	12/2	88.89%	N/G	N/A	N/A
Associate of Applied Science	Academic Associate's	Medical Insurance Coding and Billing	1080	90	10/5	N/A	N/A	N/A	N/A
Diploma	Diploma	Medical Assisting	955	69.5	48/11	100%	N/G	N/A	N/A
Associate of Applied Science	Academic Associate's	Medical Office Management	945	90	5/3	N/A		N/A	N/A
Bachelor of Science	Bachelor's	Criminal Justice: Major in Administration	1820	180	105/30	73.91%	83.95%	71%	78%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Corrections	1805	180	3/0	100%	N/G	N/A	N/A
Bachelor of Science	Bachelor's	Criminal Justice: Major in Investigations	1820	180	11/1	92.86%	N/G	N/A	N/A
Associate of Applied Science	Academic Associate's	Information and Network Technologies	1225	90	19/4	90%	N/G	N/A	N/A
		TOTAL ENROLLMENT:			**596**				

INTRODUCTION

In 2002, Alta Colleges purchased the Practical School location in metropolitan Los Angeles. The campus was renamed Westwood College – South Bay and relocated to a temporary site in Long Beach. The campus moved to its current location in Torrance, California in August 2005 and was officially identified as Westwood College – South Bay shortly thereafter. Westwood College–South Bay has additional locations, Westwood College –Arlington Ballston and Westwood College –Annandale located in Virginia.

Torrance is a city incorporated in 1921 and located in the South Bay (southwestern) region of Los Angeles County, California. Torrance has 1.5 miles of shore-front beaches on the Pacific Ocean. The population of Torrance was 145,438 at the 2010 census. This residential and light high-tech industry city is known for its low crime rates as the city consistently ranks among the safest cities in Los Angeles County. Torrance is home to the U.S. headquarters of two of the three largest Japanese automakers, Toyota Motor Sales, U.S.A. (overseas office of Toyota), and American Honda Motor Company. Robinson Helicopters are designed and built in Torrance as are Honeywell's Garrett turbochargers used on automobile engines worldwide. Alcoa Fastening Systems is headquartered in Torrance, as well, producing aerospace fasteners. Pacific Sales, PC Mall and Pelican Products are among the other companies based in Torrance. These industries provide a good base for employment of Westwood – South Bay students.

Because of an increased focus on associate degree programs in 2011-2012, Westwood College started evaluating the need for changing the College's mission statement. The process began with the appointment of a committee made up of central administration, campus wide and external representation. The goal of the committee was to obtain a better understanding of students and employers' views of Westwood. The committee met to discuss findings and exchange ideas on how to transition the Westwood focus from a predominantly bachelor's degree granting academic college to a predominantly associate degree granting college, while retaining Westwood's focus on graduate employment. After forming a system wide committee to study and re-write the mission statement, it was distributed to all campuses for review. The new mission statement was approved by ACICS in December 2012 and was published in January 2013.

Demographics of Westwood – South Bay students indicate that 55% are enrolled in bachelor's degree programs, 38% in associate's degree programs, and 7% are diploma students. Most of the students at the campus are non-traditional students with an average age of 28 years of age. The mix between female and male students is nearly equal with 54% women and 46% male. The ethnicity of the student population consists of 16% African American, 5% Caucasian, 38% Hispanic, less than 1% Native American, 6% Asian-Pacific Islander, 1% other, and 33% unknown.

None of the programs at Westwood – South Bay are programmatically accredited. Although the associate's degree in Paralegal has no enrollment at the time of the team visit, the campus is willing to continue to make the program available to interested students.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement can be found on page 8 of the 2013 Academic Catalog-6613, volume 4-No.2, revised May 2013.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☐ Yes ☐ No ☒ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒Yes ☐ No
(b) Student placement.
☒Yes ☐ No
(c) Level of graduate satisfaction.
☒Yes ☐ No
(d) Level of employer satisfaction.
☒Yes ☐ No
(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
One specific measurement of student learning outcomes is the use of projects that measure student success in meeting the course outcomes in three areas: knowledge, skill and attitude. These projects include such things as a capstone project, senior project, senior seminar, or portfolio review. In addition, some allied health programs utilize externships. The campus also conducts a student grade distribution analysis for each term, and a documented a five-term analysis and comparison for each course.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☐ Yes ☒ No
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No
(c) How the data was collected.
☒ Yes ☐ No
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No

If *No* for any applicable item, insert the section number in parentheses and explain:
(Section 3-1-111): The CEP does not identify baseline data for any of the five elements measured--retention, placement, graduate satisfaction, employer satisfaction, and student learning outcomes.

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus retention improvement plan includes the following activities: coordinating with admissions to insure suitability of program choices; establishing a reporting system for faculty to identify student issues; providing advice to students with performance issues; adding tutoring for specific business subjects; initiating mentoring relationships with senior successful students through Westwood Inc. Business Association; and scheduling ongoing meetings for students identified with issues.

The campus will continue the following placement activities: supplying all pre-graduates and graduates with program appropriate job leads through weekly email job lead packets, job fairs and on-campus recruitments; increasing awareness of career services resources available for students and graduates such as an open house each term; encouraging participation in student clubs, leadership groups, and focus groups; providing job search skills and career advising through participation in internships; assisting students in creating professional resumes and cover letters; and participating in mock interviews and creating professional portfolios where appropriate.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Mr. Christopher Turen, campus president, oversees the development and monitoring of the CEP supported by a committee of Ms. Katherine Wallace, executive assistant; Mr. Sara Matin, campus academic dean; Mr. Dale Fields, librarian; Ms. Monica Shakin, director of career services; Ms. Nadya Garcia, assistant director of student support; and Mr. Andre Holly, director of admissions. Mr. Turen holds a bachelor's degree in Criminal Justice from Long Island University and a master's degree in Business Administration from the University of Redlands. He has served as campus president for over five years. Prior Westwood experience includes serving as executive director for the Redstone campus and regional associate director for the Los Angeles region. Prior to Westwood, Mr. Turen served in various roles with United Education Institute, The Chubb Institute and Kaplan, Inc. over a period of 11 years. His credentials and experience qualify him to be responsible for implementing and monitoring the CEP.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No

GENERAL COMMENTS:
In January of 2013 Westwood College rolled out a new mission statement and supporting values statements that was developed through a rigorous process involving all levels of personnel and stakeholders. The newly developed mission statement reflected changes brought about from an increased emphasis on associate degree programs. All faculty and staff were trained on the the new mission in on campus training sessions as well as webinars.

COMMENDATIONS:
The campus is commended for the development of measurements, goals, and follow-up for retention, placement, graduate satisfaction, and employer satisfaction in the CEP.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Christopher Turen, campus president, is responsible for the financial oversight of the campus under the direction of the CFO at corporate headquarters. As previously stated, he holds a bachelor's degree in Criminal Justice from Long Island University and a master's degree in Business Administration from the University of Redlands. He has served as campus president for over five years. Prior Westwood experience includes serving as executive director for the Redstone campus and regional assocciate director for the Los Angeles region. Prior to Westwood, Mr. Turen served in various roles with United Education Institute, The Chubb Institute and Kaplan, Inc. over a period of 11 years. His credentials and experience qualify him to be responsible for the financial oversight of the campus.

GENERAL COMMENTS:
The implementation of policies and procedures and overall organization of the campus contribute to the efficiency and effectiveness of campus activities.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Turen, campus president, is the on-site administrator. As previously stated, he holds a bachelor's degree in Criminal Justice from Long Island University and a master's degree in Business Administration from the University of Redlands. He has served as campus president for over five years. Prior Westwood experience includes serving as executive director for the Redstone campus and regional assocciate director for the Los Angeles region. Prior to Westwood, Mr. Turen served in various roles with United Education Institute, The Chubb Institute and Kaplan, Inc. over a period of 11 years.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes*, is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

COMMENDATIONS:
The team commends the campus for keeping all files in fire-proof cabinets for added protection.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 50 student files with an equal representation of active, withdrawn, and graduate students, along with a review of unofficial transcripts, ledger cards, and financial aid files.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Andre Holly, director of admissions, is responsible for student recruitment. Mr. Holly has more than six years of combined admissions representative and admissions management experience. Prior to his employment with Westwood College, Mr. Holly served as owner and president of Alliance Solutions for four years and as business development manager at Polaris Software lab for four years.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
Through the review of 50 student files and an interview with the director of admissions and eight current students, the team is able to verify the campus follows an ethical recruitment process that is compatible with its educational objectives of ensuring each student admitted can benefit from their desired educational program. The campus is able to accomplish this objective by confirming each perspective student is well -informed about the nature of the education provided through an extensive recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the students' strengths, weaknesses, and both educational and career expectations. In addition, the prospective student receives a copy of the college catalog, which contains program and course descriptions for each curriculum. To qualify for admittance, the institution requires that each student provide acceptable evidence of a high school diploma or General Education Development (GED) Certificate as documentation of the requirement for admission. All students must complete a signed enrollment agreement that details tuition, fees, financial aid obligation, and length of program. Prior to enrollment the student must tour the campus and, when applicable, pass any standardized entrance tests with the required minimum score; complete financial aid; and provide a criminal background check.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The campus publishes its Standards of Satisfactory Academic Progress (SAP) policy on pages 70-73 of the 2013 Academic Catalog-6613, volume 4-No.2, revised May 2013.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No

Non-credit or remedial courses.
☒ Yes ☐ No

A warning status.
☒ Yes ☐ No

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No

An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

The effect when a student changes programs.
☒ Yes ☐ No

The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No

The implications of transfer credit.
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No

If *Yes,* is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Sarah Matin, academic dean, is responsible for the administration of satisfactory academic progress (SAP). Ms. Matin holds a bachelor's degree in Business Administration from the University of Wisconsin, and master's degrees in Human Resource Management and Business Administration from Keller Graduate School of Management. Ms. Matin has two years of admissions management experience and two years as center dean at Keller Graduate School of Management before accepting the position of academic dean at Westwood College in February 2009. The academic dean and the registrar are responsible for reviewing SAP. Program chairs counsel students on satisfactory progress requirements. The academic department monitors academic progress and attendance. Student records are reviewed at the end of each term. The academic dean measures and monitors the rate of progress and is responsible for ensuring that each student is above the credit completion percentage at each evaluation point. The registrar notifies the director of student finance of all students on academic probation at the end of each term.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☒ Grants.

(c)☒ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Elia Nguyen, director of student finance, is the on-site financial aid adminstrator. Ms. Nguyen has more than 20 years of financial aid packaging and management experience while working in the financial aid department at several career colleges. She holds an associate's degree in Accounting from Kaplan University and a bachelor's degree in Technical Management from Westwood College. Ms. Nguyen is a member of the California Student Financial Aid Association (CASFA) and is a Veterans Administration (VA) certifying official.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
The on-site financial aid administrator, Ms. Elia Nguyen, participates in bi-weekly conference calls with the corporate director of financial services to discuss policy, regulation changes, and any financial aid concerns. Conferences, workshops, and webinars are attended throughout the year to provide additional training. These conferences and workshops cover subjects such as Direct Loan Processing, Introduction to VA and Education Benefits, SCO's Responsibilities to VA and VA-ONCE, Verification Regulations, Default Prevention, PJ, and Finance Management Training. Ms. Nguyen is a member of the California Student Financial Aid Association (CASFA) and is a Veterans Administration (VA) certifying official. The campus' financial aid representatives attend weekly meetings led by Ms. Nguyen. These meetings focus on training and ensure that the financial aid representatives stay current on internal practices and Title IV updates. The financial services representatives participate in webinar training conducted by the U.S. Department of Education and stay current with Title IV regulations through information shared by the director of student finance.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
Ms. Nadya Garcia, director of student support, is responsible for student services at the campus. Program directors, the registrar, student financial services, and the academic dean counsel students on their progression through their program. As a supplement to the services offered to students, the campus has collorborated with Crystal Stairs Inc, to assist students with licencened child care. The campus has many community resources to whom they can refer students experiencing domestic violence, needing health care or emergency housing, and has an on-site food pantry to assist students and their families. Academically, the campus offers an in-depth student orientation, a resource-learning lab, and APA Style writing workshops that provide students support. The career services department offers employment services to all active students and alumni including resume and cover letter advisement, mock interviews, job search techniques and full- and part-time employment opportunities.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes ☐ No

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Monica Shakin, director of career services, is responsible for employment counseling and services. She holds a master's of Business Administration in Public Administration from Keller Graduate School of Management and a bachelor's degree in Education from Michigan State University. Ms. Shakin has over 4 years of staffing, recruitment, management, and placement experience and over 10 years of education and teaching experience. She has utilized her networking and professional memberships to build employer and community relationships within the local community.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No

;

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

If *Yes,* does the campus maintain the required data on its graduates and nongraduates?
☒ Yes ☐ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 699
The ending enrollment reported on the previous year's CAR is 699

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
Students completes entrance counseling online at www.studentloans.gov and complete exit counseling by meeting with a member of the student financial services department coupled with online counseling at www.nslds.ed.gov. Documentation of online entrance and exit counseling is located in the students financial aid file. Students may also meet with the director of student finance and the student finance representative to discuss repayment options.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus offers a variety of monthly activities sponsored by the student support department to promote community and institutional pride. The campus hosts food and blood drives, student appreciation days, job fairs, on-campus employer recruiting, test prep study sessions, public safety training and blood pressure screenings. Students who exhibit leadership skills may join the Associated Student Government (ASG) organization, which is a group of students from various programs chosen to represent the student body by providing a voice for student ideas and concerns and to encourage student success. In conjunction with the student support and career services office, the ASG sponsors dress for success, fruit sales, criminal justice career fair, toy drives, design and art contests, Thanksgiving pie giveaway, networking workshops, bike to school week, earth day raffle, relay for life and attendance celebrations.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Ms. Sara Matin, academic dean, oversees the educational activities of all academic programs at the South Bay campus. Ms. Matin holds a bachelor's degree in Business Administration from the University of Wisconsin and master degrees in Business Administration and Human Resources Management from the Keller Graduate School of Management. She is currently enrolled in the doctorate program in Educational Administration at Argosy University. She has served as academic dean since February of 2009. Prior to her current position, she was campus dean at the Keller Graduate School of Management for two years and admissions director at the same school for eight years. She is supported by Ms. Jean Beaks, general education program chair and six program chairs.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Ms. Matin is assigned to the position of academic dean with 100% of her time devoted to the administration of the programs. She reports directly to the campus president and her job description clearly identifies her role and responsibility in regard to academic operations. Program chairs are allocated sufficient time and given the authority to administer their programs.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.11*)

5.11 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable

5.12 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

5.13 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.15 What provisions are made for individual differences among students?
Tutoring is provided to students by faculty and peers, and an instructor is employed for 30 hours a week to tutor students. Selected faculty members have assigned office hours each term to provide individual tutoring. Foundational coursework is provided in English and Math for students with academic difficulties. The academic dean and program chairs meet with students who are in danger of not making Satisfactory Academic Progress to address concerns and make recommendations for assistance. The faculty is encouraged to utilize diverse teaching methods to accommodate individual learning styles. Students who self-report documented disabilities may request reasonable accommodations; several accommodations have been made in the past year.

5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Curriculum development and revision is conducted under the guidance and the oversight of the corporate director of curriculum and instructional designers. Proposals for revision and change begin at the campus level. Advisory committees and students give input to instructors to begin the process for change; the instructor discuss the proposals with their program chair and, if accepted, the proposal is forwarded to the director of curriculum. After a review by the director of curriculum and the program instuctional designer, the proposal is approved or denied. Curriculum evaluations conducted by the program advisory committees and the faculty, and feedback from externship sites are also utilized to request changes for consideration.

5.17 Does the faculty participate in this process?
☒ Yes ☐ No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No

5.20 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No

5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
The documentation of in-service training includes the following: faculty sign-in sheets that are filed in the campus in-service training binder; certificates of attendance that are maintained in individual instructor files; and annotation of participation on faculty development plans.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

5.38 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.39 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.40 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The campus is located in a business district of Torrence, California, and occupies two partial floors that total approximately 27,000 square feet of a multi-tenant office building. The building is located close to major freeways and public transportation. Students, faculty, and staff have access to ample parking. There are 21 classrooms and laboratories. The distribution and arrangement of space supports instruction and administrative service functions. A work area for adjunct instructors, and additional areas for students such as an academic support center, student lounge, and student television/game room are provided.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-602): Evidence of inspection reports provided for fire safety indicate failure of basic fire drill alarm testing due to four deficiencies. Interviews with administration confirmed three of these issues have been addressed with one currently unresolved. An interview with the campus president indicated since they lease the space, they must rely upon the owner of the property to address the final issue. The team requested evidence of another fire inspection indicating that all issues have been addressed resulting in a passed inspection for fire safety.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
During the time of the evaluation the 2013 catalog, number 6613 was used. An updated catalog addendum was also used with the effective date of September 2, 2013. In addition, another catalog addendum was provided with the effective date of October 1, 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.
☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No

(c) The names and titles of the administrators.
☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No

(e) A statement of accreditation
☒ Yes ☐ No

(f) A mission statement.
☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No

(h) An academic calendar.
☒ Yes ☐ No

(i) A full disclosure of the admission requirements.
☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No

(m) A definition of the unit of credit.
☒ Yes ☐ No

(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No

(p) The transfer of credit policy.
☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No

(s) The refund policy.
☒ Yes ☐ No

(t) A statement describing the student services offered.
☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes,* does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?
☒ Yes ☐ No *(Skip to Question 7.07.)*

7.07 Does the catalog contain an addendum/supplement?
☒ Yes ☐ No *(Skip to Question 7.08.)*

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☒ Yes ☐ No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

7.08 Is the catalog available online?
☒ Yes ☐ No *(Skip to Question 7.09.)*

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☒ Yes ☐ No *(Skip to Question 7.10.)*

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises as follows: through various print media including direct mailing pieces; the campus website; television; and the internet.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☒ No *(Skip to Question 7.14.)*

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No

7.17 What institutional performance information does the campus routinely provide to the public?
Some of the performance information provided to public includes: graduation, placement and retention rates, disability services, safety and security information and right-to-know disclosure information.

Where is this information published and how frequently is this information being updated?
The performance information is published on the campus website under the "Student Services" tab and is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Program chairs solicit input on requests for resources and information services from advisory committee members, students, and instructors. In interviews with faculty, informal requests to the librarian or program chair are the most commonly used method to indentify the need for new or updated resources and services. The librarian collects data on student usage and online resources and compiles the information into a report that is shared with the academic dean for planning purposes. A review of the collection and resources by the team verified the holdings in the library are up-to-date and relevant for the programs offered.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $31,828.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The campus has spent 97% of the current year's budget on books, periodicals, and online instructional materials.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Assignments that require the use of the library are common practice at the campus. In reviewing records of student usage, documentation is available to confirm faculty encouarge and support the services provided by the library. Students confirmed the library is important, utilized, and a needed component of the campus. Faculty support of the services provided by the library was evident in conversations with the faculty conducted by the team. Faculty take part in-inservice training provided by the librarian and are given opportunities to provide input for the selection of materials and resources.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The library has mutiple full-text online collections including Academic Search Premier, Britannica Online, Business Source Premier, EBSCOhost, Greenfile, LexisNexis, Lynda, and ProQuest.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Ms. Dale Fields is the on-site librarian. Ms. Fields holds a bachelor's degree in Latin and Greek from the University of California at Davis and a master's degree in Library and Information Science from the University of California at Los Angeles. She has served in her current position since February of 2007. Prior to her employment at Westwood, Ms. Fields was employed at the Getty Museum in Malibu, California for 6 years, and has over 25 years of experience in human resources. She is a member of the American Librarian Association and the California Academic Research Library Association. Ms. Fields' on-site hours are Monday through Friday 7:30 a.m. to 4:30 p.m. Trained student assistants are available for students in evening classes until 8:00 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor's Degree in Business Administration: Major in Accounting

Bachelor's Degree in Business Administration: Major in Healthcare Management

Bachelor's Degree in Business Administration: Major in Management

Bachelor's Degree in Business Administration: Major in Marketing Management

Academic Associate's Degree in Business Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Leonard Rushfield, program chair, administers the Business programs. He has a master's degree in Political Economics from Columbia University and a bachelor's degree in Public Law and Government from Brooklyn College. Prior to joining Westwood College, Mr. Rushfield served as the director of American Premier Bank, and as an executive vice president for Bear Stearns, American Express Bank and Republic Nation Bank. Mr. Rushfield serves on several boards and organizations such as the Latino

Theater Company, the Asian Advisory Board of Comerica, the Bank of California and the American Express Philanthropic Foundation. Based upon his experience and educational background, he is well-qualified to lead the Business programs.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No2)

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No
(b) Student placement rate of 58%?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The following community resources are used to enrich the Business programs: 1) an advisory board consisting of several business owners and a fortune 500 CEO from Robert Half International; 2) guest speakers, recent speakers include Mr. David Bizub, branch manager for Robert Half International on May 1, 2013; 3) field trips, on April 19, 2013, students participated in an HR panel with HR speakers from various industries to discuss professional dress and their career search; and 4) the Westwood, Inc. "In Business" club that was started three years ago and is operated and governed by current students. Other community resources include the Associated Student Government; career services Mardi Gras Open House; and the Westwood College/Chamber Networking Mixer. Sign-in sheets and a description of all events document the activities.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No

How many calls to employers or graduates were attempted?
Bachelor's degree program in Accounting: 1
Bachelor's degree program in Healthcare Management: 1
Bachelor's degree program in Management: 1
Bachelor's degree program in Marketing Management: 1
There are no graduates from the associate's degree program in Business Administration.

How many calls to employers or graduates were successful?
Bachelor's degree program in Accounting: 1
Bachelor's degree program in Healthcare Management: 1
Bachelor's degree program in Management: 1
Bachelor's degree program in Marketing Management: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The institution provides a detailed definition of credit-to-clock hour on a chart and in narrative form, which includes out-of-class expectations, in the catalog; definitions of the types of out-of-class work are provided on each syllabus; and the team was provided with graded copies of the homework assignments for FIN101 Corporate Finance and HCMT250 Introduction to Long-Term and Elderly Care.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The team observed Ms. Katisha Robinson Smith's class. The instructor actively engaged the students by asking questions and relating course material to real world examples. The students stated that she is an awesome instructor who explains the text in terms that they can understand and has an in-depth knowledge of the material.

The team also observed Mr. Daryl Ono's class. The team observed the instructor teaching the course while seated in a chair in front of the classroom. Feedback from students stated that they enjoyed Mr. Ono's class. They stated that he is very knowledgeable about the course content and actively involves students in the learning process.

COMMENDATIONS:
The overall learning environment is very positive. During interviews, students stated the following commendations: how the staff (especially career services) really encourages and motivates them; their appreciation of the Presidential Awards ceremony and student recognition events; how much they "love" the free tutoring sessions and small class size; and how Ms. Monica Shakin, career services dirctor, and her staff do an amazing job.

9. PROGRAM EVALUATION

Bachelor's Degree in Construction Management

Academic Associate's Degree in Construction Management

Academic Associate's Degree in Computer Aided Design/Architectural Drafting

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. John Musolino, program chair, is assigned to administer the programs. He holds a bachelor degree in Architecture from Washington University and a master's degree in Architecture from Southern California Institute of Architecture. He is a licensed architect through the California Architects Board and is a Leadership for Energy and Environmental Design (LEED) accredited professional. He has over 10 years of experience as a classroom instructor in architectural design and technology and 4 years of experience as the program administrator at Westwood. His stays current with architectural design practices as a part-time, self-employed architect and by participating in continuing education required to maintain his architect's license. Mr. Musolino is more than qualified to administer the programs.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No
(b) Student placement rate of 58%?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The institution invites professionals from the industry to participate in program advisory board meetings, takes students on field trips to local construction sites, and invites industry-relevant guest speakers to give classroom presentations. These community resources enrich the programs and help students make the connection between what they learn in the classroom to the workplace.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☒ Yes ☐ No

How many calls to employers or graduates were attempted?
Academic associate's degree program in Computer Aided Design: 5
Bachelor's degree program in Construction Management: 4
There were no graduates in the academic associate's degree in Construction Management.

How many calls to employers or graduates were successful?
Academic associate's degree program in Computer Aided Design: 4
Bachelor's degree program in Construction Management: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The institution provided the team with samples of homework assignments demonstrating out-of-classwork; assignments included case studies completed by Computer Aided Design program students and bidding practice projects completed by Construction Management program students.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No

(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice

Bachelor's Degree in Criminal Justice - Administration

Bachelor's Degree in Criminal Justice - Corrections

Bachelor's Degree in Criminal Justice - Investigation

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Keith Liggins, program chair, administers the Criminal Justice programs. Mr. Liggins holds a bachelor's degree in English from Southern University and a juris doctorate degree in Law from Hastings College of Law. He has worked at the campus since 2005.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No
(b) Student placement rate of 58%?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The following community resources are used to enrich the programs: a program advisory committee, evidenced by committee meetings minutes; guest speakers including Mr. Steve Winston – retired police officer, Ms. Lynn Rheault – Premier Executive Security Systems, Ms. Evangeline Nathan – commanding officer of the West Los Angeles Police Department, and Ms. Judith Gelman – Federal Bureau of Investigations, documented by sign-in sheets; field trips including visits to the Central Juvenile Hall, Los Angeles Twin Towers (World's largest jail system), San Pedro Court Facility, San Pedro Beacon House and Torrance Court House, documented by sign-in sheets; and a local chapter of a Criminal Justice student club, Prepared Organized Strengthen Trust and Teamwork (P.O.S.T.T.); the local chapter of this organization is known as the Criminal Justice Society Club.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No

How many calls to employers or graduates were attempted?
Bachelor's degree program in Criminal Justice -Administration: 21
The other Criminal Justice programs do not have graduates reported on the 2012 CAR

How many calls to employers or graduates were successful?
Bachelor's degree program in Criminal Justice -Administration: 16

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided documentation of graded homework and verification of weight given to out-of-class assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:
The team found that the Criminal Justice programs are efficently run by the program chair, Mr. Keith Liggins. Also, student morale was high and the job opportunities were bright as a result of the all departments of the campus working together.

9. PROGRAM EVALUATION

Bachelor's Degree in Graphic Design: Game Art

Bachelor's Degree in Graphic Design: Visual Communications

Academic Associate's Degree in Graphic Design

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Anna Tuason, program chair, is assigned to administer the Graphic Design: Game Art, Graphic Design: Visual Communications, and Graphic Design programs, and has been the program chair for the past 10 years. She holds a master's degree in Media Design from Full Sail University, bachelor's and assoicate's degrees in Studio Arts from Marymount College, and a diploma in Graphic Design from Platt College. Previous experience includes art direction at Designer Lab Studio, graphic design work at OCPC Magazine, as well as freelance work.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No
(b) Student placement rate of 58%?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Community resources include program advisory committee meetings, field trips, student clubs, and community events. The campus hosted a program advisory committee meeting on April 18, 2013, at which discussions on curriculum, online classes, retention and placement rates, portfolios, job interviews, and employment needs took place. Field trips have included visits to Siggraph on July 23, 2013, to develop professional networking opportunities, the International Printing Museum on May 18, 2013, to study perspective and the history of printing, the Armory Center for the Arts on March 8, 2013, to examine principles of art history, and the Natural History Museum in Los Angeles on February 5, 2013, to practice traditional drawing techniques. Student clubs include DigiINK, the Cinematics Club, Anime Brigade, and Game Design Nation, all of which have hosted art shows and/or campus and community events.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☒ Yes ☐ No

How many calls to employers or graduates were attempted?
Academic associate's degree program in Graphic Design: 2
Bachelor's degree programs in Graphic Design: Game Art and Graphic Design: Visual Communications: 4

How many calls to employers or graduates were successful?
Academic associate's degree program in Graphic Design: 2
Bachelor's degree programs in Graphic Design: Game Art and Graphic Design: Visual Communications: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes*, briefly describe the documentation of evaluation viewed on site.
Instructor grade calculations and graded student work were provided as documentation that out-of-class work is being evaluated. Students also confirmed that out-of-class work is assigned and graded.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
Students in the Graphic Design and Game Art programs demonstrate a high degree of proficiency in various software applications and design work. Students stated they enjoy their classes and are very pleased with the knowledge, talent, experience, and support provided by their instructors.

COMMENDATIONS:
Ms. Anna Tuason, Mr. Juan Chavez, and the other instructors in the Graphic Design and Game Art programs are to be commended for the high quality of work and commitment demonstrated by their students.

9. PROGRAM EVALUATION

Bachelor's Degree in Information Technology: Major in Systems Security

Academic Associate's Degree in Information and Network Technologies

9.01 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Bijan Houshiar, program chair, oversees the programs. Mr. Houshair holds a bachelor's degree in Electrical Engineering from California State University and a master's degree in Management from National University. Mr. Houshiar is a CISCO Certified Network Associate (CCNA) and a Microsoft Certified System Engineer (MCSE). Mr. Houshiar has been at the campus since 2003 as an instructor and he became the program chair in 2006.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No
(b) Student placement rate of 58%?
☒ Yes ☐ No

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has an active advisory board, which last met on April 18, 2013; several guest speakers have given classroom presentations, on May 1, 2013, Mr. Jason Hernandez, IT recruiter from Robert Half Technology, provided advice on how to get a job in the industry; and three field trips were held this year, on September 25, 2013, the ITCS 103 students were taken to a local

Best Buy by instructor, Mr. Adam Moghadam, to conduct a project on trouble shooting software used by the Best Buy IT department. Sign-in sheets and event information evidence these activities.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No

How many calls to employers or graduates were attempted?
Academic Associate's Degree program in Information and Network Technologies: 0 (There were no graduates)
Bachelor's degree program in Information Technology: Major in Systems Security: 6

How many calls to employers or graduates were successful?
Bachelor's degree program in Information Technology: Major in Systems Security: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All 4 successful calls confirmed employment of graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes*, briefly describe the documentation of evaluation viewed on site.
Students interviewed in two IT courses confirmed that homework was graded and produced copies of their graded homework for the team's review.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:
All of the students interviewed by the team expressed great satisfaction with the instructors, their program, and with the academic environment in general.

9. PROGRAM EVALUATION

Bachelor's Degree in Interior Design

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. John Musolino, program chair, is assigned to administer the academic program. He is well-qualified to oversee the program. As previously stated, Mr. Musolino holds a bachelor degree in Architecture from Washington University and a master's degree in Architecture from Southern California Institute of Architecture. He is a licensed architect through the California Architects Board and is a Leadership for Energy and Environmental Design (LEED) accredited professional. He has over 10 years of experience as a classroom instructor in architectural design and technology and 4 years of experience as the program administrator at Westwood. His stays current with architectural design practices as a part-time, self-employed architect and by participating in continuing education required to maintain his architect's license.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No
(b) Student placement rate of 58%?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program utilizes the following community resources: a program advisory committees (PAC); associations with the local chapters of the American Society of Interior Designers (ASID) and Pacific Design Center (PDC); and field trips. Committee meeting notes confirm the participation of community practitioners to inform and improve program curriculum and teaching and learning. The professional associations provide opportunities to recruit advisory committee members and studio critics/jurors, to facilitate national design competitions (also used as classroom projects), and participation at local ASID networking events. The local PDC exposes students to national and global design showrooms and a designer lectures series. Interviews with the program

chair and students and review of recent field trips provided in the program documents' binder illustrate how student learning is enriched by visits to local, iconic structures and interior spaces, museum design exhibits and tours of area design firms.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No

How many calls to employers or graduates were attempted?

Bachelor's degree in Interior Design: 2

How many calls to employers or graduates were successful?

Bachelor's degree in Interior Design: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The 1successful call confirmed the employment of the graduate as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team confirmed out-of-class work or its equivalency through quiz completion, student project assignment summary descriptions, and presentation critiques.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No

(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:
The Interior Design program student outcomes illustrate strong computer-aided and three-dimensional architectural design and rendering skills. Interior design students expressed appreciation for the concentrated curriculum, focus on technology and architecutural design software, proximity of the college and its resources close to home and work, and the personal attention they receive from the faculty and staff.

9. PROGRAM EVALUATION

Academic Associate's degree in Medical Office Management

Academic Associate's degree in Medical Insurance Billing and Coding

Diploma in Medical Assistant

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Pamela Blakely is the program director for the Medical Office Management, Medical Insurance Billing and Coding and Medical Assisting programs. Ms.Blakely holds an doctrate degree in Doctor of Podiatric Medicine from Ohio College of Podiatric Medicine. She has worked as a Medical Assistant instructor for past nine years at various institution's from 2004-2011. Ms Blakely attended a basic life support instructor course from the American Heart Association on 02/21/2013.She has been employed at Westwood College since December 2011.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☐ Yes ☐ No ☒ Not Applicable

If *No,* insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

The courses listed above were started in May 2012. There is no documentation available at the time of team visit.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Upon discussion with faculty members and students, and a review of documentation, the team found the following community resources are used to enrich the programs: guest speakers and field trips, presenters come from and trips are taken to the Robert F. Kennedy Institute, Conduct Health Screenings, Annual Health Fair in Wilmington, Beauty Shop Health Screenings in Inglewood, and other local institutions and hospitals; required externships with local hospitals and clinics; and a program advisory committee.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided documentation of graded homework and verification of weight given to out-of-class assignments.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.32 What is the current student/teacher ratio?
The current student/teacher ratio in the diploma in Medical Assisting program is 8:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1	**3-1-111**	The CEP does not contain baseline data for any of the five elements in the CEP (page 4).
2	**3-1-602**	The campus is not in compliance with the local fire and safety laws (page 18).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration *(These recommendations are not included in the report seen by the Council)*:

MISSION:

- The student learning outcomes section of the CEP should be revised to emphasize those measurements that truly reflect what the students have learned (projects, senior seminars, portfolio assessment, capstone projects, externships, grade distribution, etc.). The current CEP includes these items along with many other issues such as curriculum development and instructional support that may influence student learning, but are not direct measurements of such.

- When revising the CEP, the campus should develop a section for the sixth area to be evaluated as indicated by criteria, graduation rates.

FACILITY:

- The team observed and experienced electrical issues affecting lighting on the 1st and 2nd floor classrooms. Interviews with administration confirmed that the 2nd floor electrical issue is recurring and action for resolution was enacted. The team also found multiple electrical outlet boxes exposed and uncovered in the learning commons area, which is perceived as a further concern for safety. It is recommended that these boxes be repaired and covered.

- There is an overall appearance of uncleanliness throughout the student learning commons area; in particular, the seating furniture for students is visibly stained and appears unattractive and unsanitary.

- Audio visual technology is reported by faculty and students as barely adequate and could benefit from additional maintenance, especially for better sound quality. It is recommended that these concerns be addressed to improve the overall student experience.

BUSINESS ADMINISTRATION:

Although students are generally happy with the overall campus, they would like to see more activities common to a more traditional college campus such as a basketball team.

GRAPHIC DESIGN:

Completing the setup of the render farm to support Maya would assist in speeding up the rendering process and freeing up additional laboratory computers. If there is room, adding the old lab computers (that are being replaced) to the render farm would also help to increase the overall processing power. The campus may also want to investigate using the OUYA development kit so that students can gain some practical experience in game console development.

INTERIOR DESIGN:

- There is currently one part-time faculty member teaching for the program and a program chair who also teaches some classes. Both faculty members have earned degrees in architecture and practice primarily as architects. There are no faculty members in the program that have earned degrees in interior design, have national interior design exam qualification, or interior design professional organization appellation. It is recommended that the administration hire and retain faculty that have one or more of these qualification examples and assign interior design theory and interior design studio-based classes to these faculty for a better balance of architectural and interior design skill outcomes and a wider breath of industry perspective, understanding, and standards.

- The team observed a majority of the computers in the dedicated interior design computer laboratories are in the process of rendering and not available for other student use during classtime. Interviews with students confirmed slow computer speeds. The team recommends an action plan for technology equipment improvement for this program.

ALLIED HEALTH PROGRAMS:

- Courses including MICB 220, ICD9 CM Coding Essentials should start incorporating training for ICD-10 which is scheduled for implementation in October 2014. Information can be obtained from the Centers of Medicare and Medicaid Services at www.CMS.gov.

- Increased utilization of interactive software's, DVDs and test prep books and articles in library to enrich the allied health programs.

CONSTRUCTION MANAGEMENT:

- Monitor prerequisites very closely. One student in the Construction Management program, Ms. Rosana Chaves, took CM260 before taking CA201.

- The Construction Management program currently uses MS Project as a scheduling software. The team recommends the institution use an industry standard software such as Premavara.

- Revise the language in the catalog regarding one of the program learning outcomes for the Construction Management program. Students do not learn enough CAD skills to "create construction drawings." The team recommends the word "create" be revised to "interpret."

ADDITIONAL LOCATION INCLUSION VISIT REPORT

ITT--SOUTHFIELD
26700 Lahser Rd., Ste. 100
Southfield, MI 48033
ACICS ID Code: 00096945

Ms. Kelly Ruddle, Campus Director ((b)(6)@itt-tech.edu)
(b)(6)@itt-tech.edu

MAIN CAMPUS
ITT Technical Institute
Indianapolis, Indiana
ACICS ID Code: 00016040

September 30-October 1, 2013

Scot Ober	Chair	Words, etc, Inc.	Tucson, Arizona
Michele Ernst	Student-Relations Specialist	Brown College	Mendota Heights, Minnesota
Gine Thomes-Cotter	Educational Specialist	EDMC	Phoenix, Arizona
Charles Saunders	Drafting/Electrical Engineering Specialist	Virginia College	Owens Cross Roads, Alabama
David Teneyuca	Network Systems Specialist	U. of Texas--San Antonio	San Antonio, Texas
Torri Hayslett	Accreditation Coordinator	ACICS	Washington, DC

PROGRAMS OFFERED BY
ITT Technical Institute
Southfield, MI

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement 2012 Ret.	2012 Pla.	2011 Ret.	2011 Pla.
Associate of Applied Science Degree	Academic Associate's	Network Systems Administration	93	58/5	88.24%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Electrical Engineering Technology	93	50/7	83.33%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Drafting and Design Technology	93	14/3	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Industrial Engineering Technology	93	7/0	N/A	N/A	N/A	N/A
		TOTAL ENROLLMENT		144				

INTRODUCTION

ITT—Southfield opened in March 2012 with 19 students enrolled in two academic associate's degree programs. The campus now offers four academic associate degree programs and plans to graduate its first class in December 2013. Although Southfield is not a low-income area, most students are lower-income students from the Detroit area. Most students are age 25 or older, most are male, and most have not attended any postsecondary institution before.

Although the campus reported in its 2012 CAR an impressive overall retention rate of 85%, the campus has a year-to-date retention rate in the Drafting and Design associate-degree program of 49%. This is a new program and was not reported in the 2012 CAR. The campus has already developed an improvement plan for the program and included it in its current CEP.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement is given on the front inside cover of the 2013-2014 campus catalog.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒Yes ☐ No
(b) Student placement.
☐Yes ☐ No ☒ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☐Yes ☐ No ☒ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☐Yes ☐ No ☒ Not Applicable (new additional location only)
(e) Student learning outcomes.
☐ Yes ☒ No

If *No* for any applicable item, insert the section number in parentheses and explain:
(Section 3-1-111): The campus doesn't report and analyze student learning outcomes adequately in its CEP. Although the campus hasn't yet graduated a class, it plans to measure student learning outcomes primarily through student performance on capstone courses, none of which have been completed yet. The CEP contains no real measurement of student learning outcomes--mostly, plans of what it will do. However, the campus has been offering classes since March 2012 and could report student learning outcomes in terms of GPAs. Although the CEP stated the campus analyzes results of the corporate midterm and final exams, no such analysis is included in the CEP.

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus plans to use student performance on capstone courses as its major means of documenting student learning outcomes.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☐ Yes ☐ No ☒ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus hired a full-time director of career services in February 2013, even though its first class of graduates will be in December 2013. The campus recently began offering software-specific workshops to its Drafting and Design students as a means of motivating them to complete the program. The campus has also increased the number of Drafting and Design instructors to add more perspective to the program of study.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Ms. Kelly Ruddle, campus director, is responsible for implementing and monitoring the CEP. She has a bachelor's degree in Business Administration from Olivet Nazarene University and a master's degree in Business Administration from Walsh College. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

COMMENDATIONS:
With the exception of no documentation of student learning outcomes, the CEP is well-written and complete, with useful analysis of the data presented.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Ms. Ruddle, campus director, is responsible for financial oversight of the campus. As noted earlier, she has both a bachelor's degree and a master's degree in Business Administration. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Ms. Ruddle, campus director, is the on-site administrator. As noted earlier, she has both a bachelor's degree and a master's degree in Business Administration. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No

(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

COMMENDATIONS:
The campus director is well-qualified for her position and is managing the campus in a competent manner.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 22 student files during the visit.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Fred Brown, director of recruitment, is responsible for the oversight of student recruitment at the campus. Mr. Brown holds a bachelor's degree in Recreation and Parks Management from Eastern Michigan University. He has been at ITT Technical Institute since December 2005 as an admissions representative before becoming director of recruitment in February 2012.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team reviewed 22 student files, reviewing the admissions documents in each. After a thorough review, the team was able to verify the recruiting process was ethical and compatible with the educational objectives of the institution.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☒ No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress policy can be found on pages 37-40 of the current catalog

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

A warning status.
☐ Yes ☐ No ☒ Not Applicable (campus does not use)

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No
An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)
The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☐ Yes ☐ No ☒ Not Applicable

Students continue to be eligible for financial aid while on probation. The campus does not use the financial-aid warning status as part of its SAP policy.

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No
☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. Gabriel Cassar, dean, administers satisfactory academic progress. Mr. Cassar has a master's degree in Leadership Studies and a bachelor's degree in Computer Science. He has been working at ITT since 2008 in various roles, including instructor, program chair, and now dean.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) ☒ Scholarships.
(b) ☐ Grants.
(c) ☐ Loans.
(d) ☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes ☐ No ☒ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Zaneta McCatty, director of finance, is responsible for the on-site administration of student financial aid. She has earned college credit from Daniel Webster College, DeVry University, and ITT Technical Institute. She has been working in financial aid at ITT Technical Institute in several roles since 2008 and has been serving as director of finance since February 2012.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
The director of finance (DOF) is an active member of the Michigan Student Financial Aid Association (MSFAA). This year she is serving on the MSFAA Conference Program Committee. In addition, there is documentation of regular participation in webinars sponsored by Sallie Mae Department of Education Loan Services in the DOF's file.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
There are numerous student services offered at the campus, including tutoring, academic advising, student orientation, and career advising.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☐ Yes ☐ No ☒ Not Applicable

There have been no graduates.

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Gail Allan, director of career services, is responsible for the counseling of students on employment opportunities. She holds associate's and bachelor's degrees in Early Childhood Studies. Ms. Allan's work experience includes four years of career-development advising at New Haven High School and one year as career services advisor for another local career college.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 0
The ending enrollment reported on the previous year's CAR is Not applicable

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
Students are advised on repayment options during the enrollment process and each time the student repackages their financial aid. Incoming students receive an "Entrance Counseling Guide for Direct Loan Borrowers." While the campus has not graduated any students yet, they plan to conduct exit interviews to counsel students on repaying student loans.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus has started an electronics club and has attempted to start a drafting club and an information technology club. The campus sponsors a student appreciation event at the start of every quarter, to include events like cookouts, nacho bar, and in the fall a turkey bowl.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Mr. Gabriel Cassar, dean, oversees the educational activities of all programs on the campus. He has been working for ITT since 2008 in various positions and was appointed campus dean in February 2012. Mr. Cassar holds an associate's degree in Computer Networking Technology, Microsoft Option; an associate's degree in Management; a bachelor's degree in Computer Science; and a master's degree in Business Administration, all from Baker College. He had served as a program chair at ITT-Dearborn, an instructor at ITT-Swartz Creek, and has experience in desktop support, network engineering, and help-desk coordination at computer and computer-related companies.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The program administrators have sufficient authority for the development of the academic programs at the ITT-Southfield campus. Evidenced by statements in their job descriptions reviewed by the team, including "creates academic goals and objectives," "ensures compliance with policies and procedures," and "delivers quality student services."

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.11*)

5.13 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.15 What provisions are made for individual differences among students?
Faculty ensure provisions are made for individual student differences through modifying their choices of presentation methods within classes to include lecture, demonstrations, and explanations; offering extra support through the library tutoring program; and utilizing their in-service training to accommodate for differences in gender, sexual orientation, race, and religious preferences.

5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.
ITT-Southfield offers a number of avenues for evaluating and revising curriculum. Faculty may submit ideas for improvements via the faculty collaboration portal maintained on the internet. A district curriculum lead is available for face-to-face, e-mail, or phone contact to discuss curricula revisions. Program Advisory Committees (PACs) review curricula and recommend changes on a biannual basis, and students may offer their suggestions through surveys in various classes. Any changes that are contemplated are passed through the corporate curriculum committee which has final say on the implementation of revisions.

5.17 Does the faculty participate in this process?
☒ Yes ☐ No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No

5.20 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
The team evidenced in-service documentation in faculty files, and verified in-service training is held during interviews while on-site.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The campus is located on the first floor of a four-story office building in Southfield, Michigan, a suburb of Detroit. It comprises 19,308 square feet, which includes theory classrooms, laboratories, administrative offices, library, bookstore, and staff and student lounge areas. There is adequate parking, and the facility is handicapped-accessible.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the evaluation visit is the ITT-Southfield, MI 2013-2014 Catalog, volume 12, with a published date of September 13, 2013, and an effective date of 09/13/2013 - 09/14/2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.
☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No

(c) The names and titles of the administrators.
☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No

(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.
☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No

(h) An academic calendar.
☒ Yes ☐ No

(i) A full disclosure of the admission requirements.
☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No

(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No

(p) The transfer of credit policy.
☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.
☒ Yes ☐ No

(t) A statement describing the student services offered.
☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes*, does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

Bachelor degree programs are not currently offered at the campus, but are listed in the catalog.

7.06 Does the campus offer courses and/or programs via distance education?
☐ Yes ☒ No *(Skip to Question 7.07.)*

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☒ No *(Skip to Question 7.08.)*

7.08 Is the catalog available online?
☒ Yes ☐ No *(Skip to Question 7.09.)*

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No *(Skip to Question 7.10.)*

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises online, through direct mailers, postcards, brochures, posters, television commercials, and radio.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No *(Skip to Question 7.14.)*

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The institutional performance information provided to the public includes information on placement, retention, tuition costs and fees, possible occupations, and on-time graduation rate.

Where is this information published and how frequently is this information being updated?
The information is published online and is updated on an annual basis.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The librarian holds regular workshops with faculty to monitor student engagement with library resources, and faculty are members of the library committee, a group that meets regularly to determine the need for new resources and review current holdings for relevance. In addition, the corporate librarian monitors the appropriateness of the institution's overall collection.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $5,972.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
To date, the campus has spent $1,572 on the virtual library, $1,200 on periodicals, and $2,000 on books to support the curricula. The library budget runs from January 1 through December 31.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Faculty inspire, motivate, and direct student library usage through specific homework and class assignments, often requiring use of the virtual library. Faculty use the library to hold tutoring sessions with students. The librarian makes presentations in various classes to help students understand what is available through library resources and how to properly benefit from their use. The librarian and her assistant also offer support for students and faculty upon request.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☒ Yes ☐ No ☐ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The library subscribes to a number of full-text online collections through its virtual library system. Among the collections are the Association for Computing Machinery (ACM) Digital Library, which contains information related to information technology; EbscoHOST, which includes general education subjects; Lexis/Nexis for over 6000 journals covering news and current events; and ProQuest, which is a general collection of information, including many national and international newspapers. The library also has access to a number of general reference and book sources such as AccessScience that includes the McGraw-Hill Encyclopedia of Science and Technology, Britannica Online, and books 24x7.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Ms. Stephanie Fair is the on-site librarian. Ms. Fair has a bachelor's degree in History from Oakland University and a master's degree in Library and Information Science from Wayne State University. Ms. Fair was appointed librarian in September 2013. Prior to this appointment, she was the ITT-Troy library assistant from 2012 to 2013. Her previous work experience includes positions as a banker, customer service representative, shift supervisor, and shift manager at various businesses. Ms. Fair is on-site Monday and Tuesday from 9 a.m. to 6 p.m., Wednesday from 1 p.m. to 10 p.m., and Thursday and Friday from 9 a.m. to 6 p.m. The library is open Monday through Friday from 9 a.m. to 10 p.m. and Saturday from 9 a.m. to 2 p.m.

Ms. Fair is supported by Ms. Melissa Bowen, library assistant. Ms. Bowen has a bachelor's degree in History from Eastern Michigan University and a master's degree in Library and Information Science from the University of Michigan. Prior to her employment at ITT-Southfield, Ms. Bowen was a research assistant and intern at facilities including the University of Michigan Law Library, Ford Motor Company, William L. Clements Library, Bruce T. Halle Library, and the Canton Public Library. Ms. Bowen is on-site Monday, Tuesday, and Friday from 5 p.m. to 10 p.m. and on Saturday from 9 a.m. to 2 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No

(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

GENERAL COMMENTS:
The ITT-Southfield library is fortunate to be staffed by a librarian and a library assistant, both of whom hold degrees in Library Science and Information. The campus and its students benefit from the knowledge and expertise of these two librarians.

9. PROGRAM EVALUATION

Academic Associate's Degree in Network Systems Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Gabriel Cassar, dean, administers the Network Systems Administration program. As previously noted, Mr. Cassar holds an associate's degree in Computer Networking Technology, Microsoft Option; an associate's degree in Management; a bachelor's degree in Computer Science; and a master's degree in Business Administration, all from Baker College. He had served as a program chair at ITT-Dearborn, an instructor at ITT-Swartz Creek, and has experience in desktop support, network engineering, and help-desk coordination at computer and computer-related companies.

His responsibilities include serving as the subject-matter expert on curriculum for faculty and students. He assists the campus director with related program issues and serves as the current liaison to the director for communicating curriculum issues and/or recommendations. Mr. Cassar is qualified to administer this program.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%?

☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?

☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The Network Systems Administration program uses the following community resources for enrichment: guest speakers, workshops; and "Demo Days," whereby students can receive hands-on experience in network administration with local professionals. For example, on September 14, 2013, a Demo Day was held and attended by over 20 students. The event provided students with valuable experience on network configuration and security controls. The program also has a formal advisory board comprised of a diverse group of network professionals who collaborate to support the students, campus, and community. Meeting minutes and event documentation evidence activities that provide a great benefit to the Network Systems Administration program and, most importantly, enhance the learning experience of the students.

9.08 Is the utilization of community resources sufficient to enrich the program?

☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No

☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:
The student and faculty interviews provided a good reflection of the campus and its leadership. Everyone is pleased with the support and performance of the staff and administration. In addition, the organizational climate provides a professional and courteous environment for student success.

9. PROGRAM EVALUATION

Academic Associate's Degree in Drafting and Design Technology (DDT)

Academic Associate's Degree in Electrical Engineering Technology (EET)

Academic Associate's Degree in Industrial Engineering Technology (IET)

9.01 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Mohamad Kheirallah, chair of the school of electronics technology, oversees the technology programs. Mr. Kheirallah holds a bachelor's degree in Electrical Engineering - Power Engineering from Damascus University in Syria, which was evaluated and equated to programs offered at American institutions by World Education Services on July 26, 2010. Mr. Kheirallah holds a master's degree in Electrical and Computer Engineering from Lawrence Technology University and is currently pursuing his doctorate in Mechanical Engineering at Lawrence Technology.

Mr. Kherirallah is supported by the following two subject-matter experts (SMEs) in his oversight of the programs: 1) Mr. Sylvanus Monyem, SMS for the Industrial Engineering program, who holds an associate's degree in Computer-Aided Manufacturing Technology, a bachelor's degree in Manufacturing Engineering Technology from New Jersey Institute of Technology, and a master's degree in Management from the University of Maryland in Adelphi, Maryland; and 2) Ms. Tabitha Estell, SME for the Drafting and Design Technology program, who holds a bachelor's degree in Architecture from Lawrence Technology University.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The DDT, IET, and EET programs utilize a program advisory committee (PAC), field trips, and guest speakers to gain insight from professionals doing business in these fields and to ensure the students are learning the necessary skills to compete for jobs in these fields, specifically, in the Detroit, Michigan, metropolitan area. Documentation in faculty files confirmed that such events are taking place.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No

(b) Course numbers
☒ Yes ☐ No

(c) Course prerequisites and/or corequisites
☒ Yes ☐ No

(d) Instructional contact hours/credits
☒ Yes ☐ No

(e) Learning objectives
☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No

(h) Instructional methods
☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.
☒ Yes ☐ No

(c) Resources.
☒ Yes ☐ No

(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
☒ Yes ☐ No

(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:
The programs are well-conceived, directed, and taught.

COMMENDATIONS:
This is a well-run campus with competent and caring faculty, administration, and staff--all dedicated to the single goal of student success. Students interviewed were pleased by the education received and felt they were acquiring the necessary skills to be competitive in the global marketplace.

SUMMARY

The campus is not in compliance with the *Accreditation Criteria* in the following area:

Number	Citation	Summary Statement
1.	3-1-111	The Campus Effectiveness Plan does not adequately document student learning outcomes (p. 3).

NEW GRANT

WESTWOOD COLLEGE - SOUTH BAY
19700 South Vermont
Torrance, CA 90502
ACICS ID Code: 00027056

Mr. Chris Turen, Campus President ((b)(6)@westwood.edu)
(b)(6)@westwood.edu

September 30, 2013 – October 1, 2013

Dr. Joyce J. Caton	Chair	Retired Educator	Wentzville, MO
Ms. Donna L. Reed	Student-Relations Specialist	Retired Med/Tech College	Indianapolis, IN
Dr. Ronald T. Mosley	Educational Activities/Library	Retired Alabama SDE	Boaz, AL
Ms. Melba Miles	Business Administration Specialist	Park University	Stockbridge, GA
Mr. Khaled M. Sakalla	Computer Aided Design/ Architectural Drafting & Construction Management Specialist	Campus President IADT	Seattle, WA
Mr. Alex Yarbrough	Criminal Justice Specialist	Virginia College	Chelsea, AL
Joseph Aranyosi	Graphic Design, Visual Communications & Game Art Specialist	Career Education Corporation	Crystal Lake, IL
Mr. Thomas Phillips	Information and Network Technologies Specialist	Retired	Tinton Falls, NJ
Mr.Philip Bulone	Interior Design Specialist	Campus Director of Education IADT	Tampa, FL
Dr. Joshua Jayasingh	Medical Insurance Billing and Coding, Medical Assisting, & Medical Office Management Specialist	Program Chair NY Institute of English & Business	Richmond Hill, NY
Ms. Erica Boothe	Accreditation Coordinator	ACICS	Washington, D.C.

PROGRAMS OFFERED BY
WESTWOOD COLLEGE – SOUTH BAY
TORRANCE, CA

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Bachelor of Science	Bachelor's	Business Administration: Major in Accounting	1820	180	1/0	60%	**100%**	NA	N/A
Bachelor of Science	Bachelor's	Business Administration Major in Healthcare Management	1820	180	15/4	76.19%	100%	72%	N/G
Bachelor of Science	Bachelor's	Business Administration Major in Management	1820	180	19/10	70.11%	100%	**59%**	N/G
Bachelor of Science	Bachelor's	Business Administration Major in Marketing Management	1820	180	6/3	70.97%	100%	82%	N/G
Associate of Applied Science	Academic Associate's	Criminal Justice	905	90	60/12	88.46%	N/G	N/A	N/A
Associate of Applied Science	Academic Associate's	Computer Aided/ Architectural Drafting	1205	90	11/8	75%	71.43%	75%	**33%**
Bachelor of Science	Bachelor's	Construction Management	1945	180	9/2	68.75%	100%	72%	100%
Bachelor of Science	Bachelor's	Graphic Design: Major in Game Art	2325	180	16/6	76.39%	100%	72%	**50%**
Bachelor of Science	Bachelor's	Information Technology: Major in Systems Security	2350	180	8/7	66.67%	100%	75%	100%
Bachelor of Science	Bachelor's	Interior Design	2330	180	6/5	84.85%	100%	64%	100%
Bachelor of Science	Bachelor's	Graphic Design: Major in Visual Communications	2305	180	15/5	84.09%	100%	66%	100%
Associate of Applied Science	Academic Associate's	Graphic Design	1205	90	34/8	76.19%	N/G	N/A	N/A
Associate of Applied Science	Academic Associate's	Paralegal*	925	90	0	70.83%	**42.86%**	63%	100%
Associate of Applied Science	Academic Associate's	Business Administration	910	90	46/11	95.24%	N/G	N/A	N/A
Associate of Applied Science	Academic Associate's	Construction Management	965	90	12/2	88.89%	N/G	N/A	N/A
Associate of Applied Science	Academic Associate's	Medical Insurance Coding and Billing	1080	90	10/5	N/A	N/A	N/A	N/A
Diploma	Diploma	Medical Assisting	955	69.5	48/11	100%	N/G	N/A	N/A
Associate of Applied Science	Academic Associate's	Medical Office Management	945	90	5/3	N/A		N/A	N/A
Bachelor of Science	Bachelor's	Criminal Justice: Major in Administration	1820	180	105/30	73.91%	83.95%	71%	78%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Corrections	1805	180	3/0	100%	N/G	N/A	N/A
Bachelor of Science	Bachelor's	Criminal Justice: Major in Investigations	1820	180	11/1	92.86%	N/G	N/A	N/A
Associate of Applied Science	Academic Associate's	Information and Network Technologies	1225	90	19/4	90%	N/G	N/A	N/A
		TOTAL ENROLLMENT:			**596**				

INTRODUCTION

In 2002, Alta Colleges purchased the Practical School location in metropolitan Los Angeles. The campus was renamed Westwood College – South Bay and relocated to a temporary site in Long Beach. The campus moved to its current location in Torrance, California in August 2005 and was officially identified as Westwood College – South Bay shortly thereafter. Westwood College–South Bay has additional locations, Westwood College –Arlington Ballston and Westwood College –Annandale located in Virginia.

Torrance is a city incorporated in 1921 and located in the South Bay (southwestern) region of Los Angeles County, California. Torrance has 1.5 miles of shore-front beaches on the Pacific Ocean. The population of Torrance was 145,438 at the 2010 census. This residential and light high-tech industry city is known for its low crime rates as the city consistently ranks among the safest cities in Los Angeles County. Torrance is home to the U.S. headquarters of two of the three largest Japanese automakers, Toyota Motor Sales, U.S.A. (overseas office of Toyota), and American Honda Motor Company. Robinson Helicopters are designed and built in Torrance as are Honeywell's Garrett turbochargers used on automobile engines worldwide. Alcoa Fastening Systems is headquartered in Torrance, as well, producing aerospace fasteners. Pacific Sales, PC Mall and Pelican Products are among the other companies based in Torrance. These industries provide a good base for employment of Westwood – South Bay students.

Because of an increased focus on associate degree programs in 2011-2012, Westwood College started evaluating the need for changing the College's mission statement. The process began with the appointment of a committee made up of central administration, campus wide and external representation. The goal of the committee was to obtain a better understanding of students and employers' views of Westwood. The committee met to discuss findings and exchange ideas on how to transition the Westwood focus from a predominantly bachelor's degree granting academic college to a predominantly associate degree granting college, while retaining Westwood's focus on graduate employment. After forming a system wide committee to study and re-write the mission statement, it was distributed to all campuses for review. The new mission statement was approved by ACICS in December 2012 and was published in January 2013.

Demographics of Westwood – South Bay students indicate that 55% are enrolled in bachelor's degree programs, 38% in associate's degree programs, and 7% are diploma students. Most of the students at the campus are non-traditional students with an average age of 28 years of age. The mix between female and male students is nearly equal with 54% women and 46% male. The ethnicity of the student population consists of 16% African American, 5% Caucasian, 38% Hispanic, less than 1% Native American, 6% Asian-Pacific Islander, 1% other, and 33% unknown.

None of the programs at Westwood – South Bay are programmatically accredited. Although the associate's degree in Paralegal has no enrollment at the time of the team visit, the campus is willing to continue to make the program available to interested students.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement can be found on page 8 of the 2013 Academic Catalog-6613, volume 4-No.2, revised May 2013.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☐ Yes ☐ No ☒ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒Yes ☐ No
(b) Student placement.
☒Yes ☐ No
(c) Level of graduate satisfaction.
☒Yes ☐ No
(d) Level of employer satisfaction.
☒Yes ☐ No
(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
One specific measurement of student learning outcomes is the use of projects that measure student success in meeting the course outcomes in three areas: knowledge, skill and attitude. These projects include such things as a capstone project, senior project, senior seminar, or portfolio review. In addition, some allied health programs utilize externships. The campus also conducts a student grade distribution analysis for each term, and a documented a five-term analysis and comparison for each course.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☐ Yes ☒ No
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No
(c) How the data was collected.
☒ Yes ☐ No
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No

If *No* for any applicable item, insert the section number in parentheses and explain:
(Section 3-1-111): The CEP does not identify baseline data for any of the five elements measured--retention, placement, graduate satisfaction, employer satisfaction, and student learning outcomes.

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus retention improvement plan includes the following activities: coordinating with admissions to insure suitability of program choices; establishing a reporting system for faculty to identify student issues; providing advice to students with performance issues; adding tutoring for specific business subjects; initiating mentoring relationships with senior successful students through Westwood Inc. Business Association; and scheduling ongoing meetings for students identified with issues.

The campus will continue the following placement activities: supplying all pre-graduates and graduates with program appropriate job leads through weekly email job lead packets, job fairs and on-campus recruitments; increasing awareness of career services resources available for students and graduates such as an open house each term; encouraging participation in student clubs, leadership groups, and focus groups; providing job search skills and career advising through participation in internships; assisting students in creating professional resumes and cover letters; and participating in mock interviews and creating professional portfolios where appropriate.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Mr. Christopher Turen, campus president, oversees the development and monitoring of the CEP supported by a committee of Ms. Katherine Wallace, executive assistant; Mr. Sara Matin, campus academic dean; Mr. Dale Fields, librarian; Ms. Monica Shakin, director of career services; Ms. Nadya Garcia, assistant director of student support; and Mr. Andre Holly, director of admissions. Mr. Turen holds a bachelor's degree in Criminal Justice from Long Island University and a master's degree in Business Administration from the University of Redlands. He has served as campus president for over five years. Prior Westwood experience includes serving as executive director for the Redstone campus and regional associate director for the Los Angeles region. Prior to Westwood, Mr. Turen served in various roles with United Education Institute, The Chubb Institute and Kaplan, Inc. over a period of 11 years. His credentials and experience qualify him to be responsible for implementing and monitoring the CEP.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No

GENERAL COMMENTS:
In January of 2013 Westwood College rolled out a new mission statement and supporting values statements that was developed through a rigorous process involving all levels of personnel and stakeholders. The newly developed mission statement reflected changes brought about from an increased emphasis on associate degree programs. All faculty and staff were trained on the the new mission in on campus training sessions as well as webinars.

COMMENDATIONS:
The campus is commended for the development of measurements, goals, and follow-up for retention, placement, graduate satisfaction, and employer satisfaction in the CEP.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Christopher Turen, campus president, is responsible for the financial oversight of the campus under the direction of the CFO at corporate headquarters. As previously stated, he holds a bachelor's degree in Criminal Justice from Long Island University and a master's degree in Business Administration from the University of Redlands. He has served as campus president for over five years. Prior Westwood experience includes serving as executive director for the Redstone campus and regional assocciate director for the Los Angeles region. Prior to Westwood, Mr. Turen served in various roles with United Education Institute, The Chubb Institute and Kaplan, Inc. over a period of 11 years. His credentials and experience qualify him to be responsible for the financial oversight of the campus.

GENERAL COMMENTS:
The implementation of policies and procedures and overall organization of the campus contribute to the efficiency and effectiveness of campus activities.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Turen, campus president, is the on-site administrator. As previously stated, he holds a bachelor's degree in Criminal Justice from Long Island University and a master's degree in Business Administration from the University of Redlands. He has served as campus president for over five years. Prior Westwood experience includes serving as executive director for the Redstone campus and regional assocciate director for the Los Angeles region. Prior to Westwood, Mr. Turen served in various roles with United Education Institute, The Chubb Institute and Kaplan, Inc. over a period of 11 years.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes*, is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

COMMENDATIONS:
The team commends the campus for keeping all files in fire-proof cabinets for added protection.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 50 student files with an equal representation of active, withdrawn, and graduate students, along with a review of unofficial transcripts, ledger cards, and financial aid files.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Andre Holly, director of admissions, is responsible for student recruitment. Mr. Holly has more than six years of combined admissions representative and admissions management experience. Prior to his employment with Westwood College, Mr. Holly served as owner and president of Alliance Solutions for four years and as business development manager at Polaris Software lab for four years.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
Through the review of 50 student files and an interview with the director of admissions and eight current students, the team is able to verify the campus follows an ethical recruitment process that is compatible with its educational objectives of ensuring each student admitted can benefit from their desired educational program. The campus is able to accomplish this objective by confirming each perspective student is well -informed about the nature of the education provided through an extensive recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the students' strengths, weaknesses, and both educational and career expectations. In addition, the prospective student receives a copy of the college catalog, which contains program and course descriptions for each curriculum. To qualify for admittance, the institution requires that each student provide acceptable evidence of a high school diploma or General Education Development (GED) Certificate as documentation of the requirement for admission. All students must complete a signed enrollment agreement that details tuition, fees, financial aid obligation, and length of program. Prior to enrollment the student must tour the campus and, when applicable, pass any standardized entrance tests with the required minimum score; complete financial aid; and provide a criminal background check.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The campus publishes its Standards of Satisfactory Academic Progress (SAP) policy on pages 70-73 of the 2013 Academic Catalog-6613, volume 4-No.2, revised May 2013.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No

Non-credit or remedial courses.
☒ Yes ☐ No

A warning status.
☒ Yes ☐ No

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No

An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

The effect when a student changes programs.
☒ Yes ☐ No

The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No

The implications of transfer credit.
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No

If *Yes,* is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Sarah Matin, academic dean, is responsible for the administration of satisfactory academic progress (SAP). Ms. Matin holds a bachelor's degree in Business Administration from the University of Wisconsin, and master's degrees in Human Resource Management and Business Administration from Keller Graduate School of Management. Ms. Matin has two years of admissions management experience and two years as center dean at Keller Graduate School of Management before accepting the position of academic dean at Westwood College in February 2009. The academic dean and the registrar are responsible for reviewing SAP. Program chairs counsel students on satisfactory progress requirements. The academic department monitors academic progress and attendance. Student records are reviewed at the end of each term. The academic dean measures and monitors the rate of progress and is responsible for ensuring that each student is above the credit completion percentage at each evaluation point. The registrar notifies the director of student finance of all students on academic probation at the end of each term.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☒ Grants.

(c)☒ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Elia Nguyen, director of student finance, is the on-site financial aid adminstrator. Ms. Nguyen has more than 20 years of financial aid packaging and management experience while working in the financial aid department at several career colleges. She holds an associate's degree in Accounting from Kaplan University and a bachelor's degree in Technical Management from Westwood College. Ms. Nguyen is a member of the California Student Financial Aid Association (CASFA) and is a Veterans Administration (VA) certifying official.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
The on-site financial aid administrator, Ms. Elia Nguyen, participates in bi-weekly conference calls with the corporate director of financial services to discuss policy, regulation changes, and any financial aid concerns. Conferences, workshops, and webinars are attended throughout the year to provide additional training. These conferences and workshops cover subjects such as Direct Loan Processing, Introduction to VA and Education Benefits, SCO's Responsibilities to VA and VA-ONCE, Verification Regulations, Default Prevention, PJ, and Finance Management Training. Ms. Nguyen is a member of the California Student Financial Aid Association (CASFA) and is a Veterans Administration (VA) certifying official. The campus' financial aid representatives attend weekly meetings led by Ms. Nguyen. These meetings focus on training and ensure that the financial aid representatives stay current on internal practices and Title IV updates. The financial services representatives participate in webinar training conducted by the U.S. Department of Education and stay current with Title IV regulations through information shared by the director of student finance.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
Ms. Nadya Garcia, director of student support, is responsible for student services at the campus. Program directors, the registrar, student financial services, and the academic dean counsel students on their progression through their program. As a supplement to the services offered to students, the campus has collorborated with Crystal Stairs Inc, to assist students with licencened child care. The campus has many community resources to whom they can refer students experiencing domestic violence, needing health care or emergency housing, and has an on-site food pantry to assist students and their families. Academically, the campus offers an in-depth student orientation, a resource-learning lab, and APA Style writing workshops that provide students support. The career services department offers employment services to all active students and alumni including resume and cover letter advisement, mock interviews, job search techniques and full- and part-time employment opportunities.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes ☐ No

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Monica Shakin, director of career services, is responsible for employment counseling and services. She holds a master's of Business Administration in Public Administration from Keller Graduate School of Management and a bachelor's degree in Education from Michigan State University. Ms. Shakin has over 4 years of staffing, recruitment, management, and placement experience and over 10 years of education and teaching experience. She has utilized her networking and professional memberships to build employer and community relationships within the local community.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No

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4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

If *Yes,* does the campus maintain the required data on its graduates and nongraduates?
☒ Yes ☐ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 699
The ending enrollment reported on the previous year's CAR is 699

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
Students completes entrance counseling online at www.studentloans.gov and complete exit counseling by meeting with a member of the student financial services department coupled with online counseling at www.nslds.ed.gov. Documentation of online entrance and exit counseling is located in the students financial aid file. Students may also meet with the director of student finance and the student finance representative to discuss repayment options.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus offers a variety of monthly activities sponsored by the student support department to promote community and institutional pride. The campus hosts food and blood drives, student appreciation days, job fairs, on-campus employer recruiting, test prep study sessions, public safety training and blood pressure screenings. Students who exhibit leadership skills may join the Associated Student Government (ASG) organization, which is a group of students from various programs chosen to represent the student body by providing a voice for student ideas and concerns and to encourage student success. In conjunction with the student support and career services office, the ASG sponsors dress for success, fruit sales, criminal justice career fair, toy drives, design and art contests, Thanksgiving pie giveaway, networking workshops, bike to school week, earth day raffle, relay for life and attendance celebrations.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Ms. Sara Matin, academic dean, oversees the educational activities of all academic programs at the South Bay campus. Ms. Matin holds a bachelor's degree in Business Administration from the University of Wisconsin and master degrees in Business Administration and Human Resources Management from the Keller Graduate School of Management. She is currently enrolled in the doctorate program in Educational Administration at Argosy University. She has served as academic dean since February of 2009. Prior to her current position, she was campus dean at the Keller Graduate School of Management for two years and admissions director at the same school for eight years. She is supported by Ms. Jean Beaks, general education program chair and six program chairs.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Ms. Matin is assigned to the position of academic dean with 100% of her time devoted to the administration of the programs. She reports directly to the campus president and her job description clearly identifies her role and responsibility in regard to academic operations. Program chairs are allocated sufficient time and given the authority to administer their programs.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.11*)

5.11 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable

5.12 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

5.13 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.15 What provisions are made for individual differences among students?
Tutoring is provided to students by faculty and peers, and an instructor is employed for 30 hours a week to tutor students. Selected faculty members have assigned office hours each term to provide individual tutoring. Foundational coursework is provided in English and Math for students with academic difficulties. The academic dean and program chairs meet with students who are in danger of not making Satisfactory Academic Progress to address concerns and make recommendations for assistance. The faculty is encouraged to utilize diverse teaching methods to accommodate individual learning styles. Students who self-report documented disabilities may request reasonable accommodations; several accommodations have been made in the past year.

5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Curriculum development and revision is conducted under the guidance and the oversight of the corporate director of curriculum and instructional designers. Proposals for revision and change begin at the campus level. Advisory committees and students give input to instructors to begin the process for change; the instructor discuss the proposals with their program chair and, if accepted, the proposal is forwarded to the director of curriculum. After a review by the director of curriculum and the program instuctional designer, the proposal is approved or denied. Curriculum evaluations conducted by the program advisory committees and the faculty, and feedback from externship sites are also utilized to request changes for consideration.

5.17 Does the faculty participate in this process?
☒ Yes ☐ No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No

5.20 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No

5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
The documentation of in-service training includes the following: faculty sign-in sheets that are filed in the campus in-service training binder; certificates of attendance that are maintained in individual instructor files; and annotation of participation on faculty development plans.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

5.38 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.39 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.40 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located in a business district of Torrence, California, and occupies two partial floors that total approximately 27,000 square feet of a multi-tenant office building. The building is located close to major freeways and public transportation. Students, faculty, and staff have access to ample parking. There are 21 classrooms and laboratories. The distribution and arrangement of space supports instruction and administrative service functions. A work area for adjunct instructors, and additional areas for students such as an academic support center, student lounge, and student television/game room are provided.

6.02 Does the campus utilize any additional space locations?

☐ Yes ☒ No

6.03 Does the campus utilize campus additions?

☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

☒ Yes ☐ No

(b) Instructional tools

☒ Yes ☐ No

(c) Machinery

☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:

(Section 3-1-602): Evidence of inspection reports provided for fire safety indicate failure of basic fire drill alarm testing due to four deficiencies. Interviews with administration confirmed three of these issues have been addressed with one currently unresolved. An interview with the campus president indicated since they lease the space, they must rely upon the owner of the property to address the final issue. The team requested evidence of another fire inspection indicating that all issues have been addressed resulting in a passed inspection for fire safety.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

During the time of the evaluation the 2013 catalog, number 6613 was used. An updated catalog addendum was also used with the effective date of September 2, 2013. In addition, another catalog addendum was provided with the effective date of October 1, 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?

☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.
☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No

(c) The names and titles of the administrators.
☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No

(e) A statement of accreditation
☒ Yes ☐ No

(f) A mission statement.
☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No

(h) An academic calendar.
☒ Yes ☐ No

(i) A full disclosure of the admission requirements.
☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No

(m) A definition of the unit of credit.
☒ Yes ☐ No

(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No

(p) The transfer of credit policy.
☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No

(s) The refund policy.
☒ Yes ☐ No

(t) A statement describing the student services offered.
☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes,* does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?
☒ Yes ☐ No *(Skip to Question 7.07.)*

7.07 Does the catalog contain an addendum/supplement?
☒ Yes ☐ No *(Skip to Question 7.08.)*

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☒ Yes ☐ No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

7.08 Is the catalog available online?
☒ Yes ☐ No *(Skip to Question 7.09.)*

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☒ Yes ☐ No *(Skip to Question 7.10.)*

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises as follows: through various print media including direct mailing pieces; the campus website; television; and the internet.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☒ No *(Skip to Question 7.14.)*

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No

7.17 What institutional performance information does the campus routinely provide to the public?
Some of the performance information provided to public includes: graduation, placement and retention rates, disability services, safety and security information and right-to-know disclosure information.

Where is this information published and how frequently is this information being updated?
The performance information is published on the campus website under the "Student Services" tab and is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Program chairs solicit input on requests for resources and information services from advisory committee members, students, and instructors. In interviews with faculty, informal requests to the librarian or program chair are the most commonly used method to indentify the need for new or updated resources and services. The librarian collects data on student usage and online resources and compiles the information into a report that is shared with the academic dean for planning purposes. A review of the collection and resources by the team verified the holdings in the library are up-to-date and relevant for the programs offered.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $31,828.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The campus has spent 97% of the current year's budget on books, periodicals, and online instructional materials.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Assignments that require the use of the library are common practice at the campus. In reviewing records of student usage, documentation is available to confirm faculty encouarge and support the services provided by the library. Students confirmed the library is important, utilized, and a needed component of the campus. Faculty support of the services provided by the library was evident in conversations with the faculty conducted by the team. Faculty take part in-inservice training provided by the librarian and are given opportunities to provide input for the selection of materials and resources.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The library has mutiple full-text online collections including Academic Search Premier, Britannica Online, Business Source Premier, EBSCOhost, Greenfile, LexisNexis, Lynda, and ProQuest.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Ms. Dale Fields is the on-site librarian. Ms. Fields holds a bachelor's degree in Latin and Greek from the University of California at Davis and a master's degree in Library and Information Science from the University of California at Los Angeles. She has served in her current position since February of 2007. Prior to her employment at Westwood, Ms. Fields was employed at the Getty Museum in Malibu, California for 6 years, and has over 25 years of experience in human resources. She is a member of the American Librarian Association and the California Academic Research Library Association. Ms. Fields' on-site hours are Monday through Friday 7:30 a.m. to 4:30 p.m. Trained student assistants are available for students in evening classes until 8:00 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor's Degree in Business Administration: Major in Accounting

Bachelor's Degree in Business Administration: Major in Healthcare Management

Bachelor's Degree in Business Administration: Major in Management

Bachelor's Degree in Business Administration: Major in Marketing Management

Academic Associate's Degree in Business Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Leonard Rushfield, program chair, administers the Business programs. He has a master's degree in Political Economics from Columbia University and a bachelor's degree in Public Law and Government from Brooklyn College. Prior to joining Westwood College, Mr. Rushfield served as the director of American Premier Bank, and as an executive vice president for Bear Stearns, American Express Bank and Republic Nation Bank. Mr. Rushfield serves on several boards and organizations such as the Latino

Theater Company, the Asian Advisory Board of Comerica, the Bank of California and the American Express Philanthropic Foundation. Based upon his experience and educational background, he is well-qualified to lead the Business programs.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No2)

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No
(b) Student placement rate of 58%?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The following community resources are used to enrich the Business programs: 1) an advisory board consisting of several business owners and a fortune 500 CEO from Robert Half International; 2) guest speakers, recent speakers include Mr. David Bizub, branch manager for Robert Half International on May 1, 2013; 3) field trips, on April 19, 2013, students participated in an HR panel with HR speakers from various industries to discuss professional dress and their career search; and 4) the Westwood, Inc. "In Business" club that was started three years ago and is operated and governed by current students. Other community resources include the Associated Student Government; career services Mardi Gras Open House; and the Westwood College/Chamber Networking Mixer. Sign-in sheets and a description of all events document the activities.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No

How many calls to employers or graduates were attempted?
Bachelor's degree program in Accounting: 1
Bachelor's degree program in Healthcare Management: 1
Bachelor's degree program in Management: 1
Bachelor's degree program in Marketing Management: 1
There are no graduates from the associate's degree program in Business Administration.

How many calls to employers or graduates were successful?
Bachelor's degree program in Accounting: 1
Bachelor's degree program in Healthcare Management: 1
Bachelor's degree program in Management: 1
Bachelor's degree program in Marketing Management: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The institution provides a detailed definition of credit-to-clock hour on a chart and in narrative form, which includes out-of-class expectations, in the catalog; definitions of the types of out-of-class work are provided on each syllabus; and the team was provided with graded copies of the homework assignments for FIN101 Corporate Finance and HCMT250 Introduction to Long-Term and Elderly Care.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The team observed Ms. Katisha Robinson Smith's class. The instructor actively engaged the students by asking questions and relating course material to real world examples. The students stated that she is an awesome instructor who explains the text in terms that they can understand and has an in-depth knowledge of the material.

The team also observed Mr. Daryl Ono's class. The team observed the instructor teaching the course while seated in a chair in front of the classroom. Feedback from students stated that they enjoyed Mr. Ono's class. They stated that he is very knowledgeable about the course content and actively involves students in the learning process.

COMMENDATIONS:
The overall learning environment is very positive. During interviews, students stated the following commendations: how the staff (especially career services) really encourages and motivates them; their appreciation of the Presidential Awards ceremony and student recognition events; how much they "love" the free tutoring sessions and small class size; and how Ms. Monica Shakin, career services dirctor, and her staff do an amazing job.

9. PROGRAM EVALUATION

Bachelor's Degree in Construction Management

Academic Associate's Degree in Construction Management

Academic Associate's Degree in Computer Aided Design/Architectural Drafting

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. John Musolino, program chair, is assigned to administer the programs. He holds a bachelor degree in Architecture from Washington University and a master's degree in Architecture from Southern California Institute of Architecture. He is a licensed architect through the California Architects Board and is a Leadership for Energy and Environmental Design (LEED) accredited professional. He has over 10 years of experience as a classroom instructor in architectural design and technology and 4 years of experience as the program administrator at Westwood. His stays current with architectural design practices as a part-time, self-employed architect and by participating in continuing education required to maintain his architect's license. Mr. Musolino is more than qualified to administer the programs.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No
(b) Student placement rate of 58%?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The institution invites professionals from the industry to participate in program advisory board meetings, takes students on field trips to local construction sites, and invites industry-relevant guest speakers to give classroom presentations. These community resources enrich the programs and help students make the connection between what they learn in the classroom to the workplace.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☒ Yes ☐ No

How many calls to employers or graduates were attempted?
Academic associate's degree program in Computer Aided Design: 5
Bachelor's degree program in Construction Management: 4
There were no graduates in the academic associate's degree in Construction Management.

How many calls to employers or graduates were successful?
Academic associate's degree program in Computer Aided Design: 4
Bachelor's degree program in Construction Management: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The institution provided the team with samples of homework assignments demonstrating out-of-classwork; assignments included case studies completed by Computer Aided Design program students and bidding practice projects completed by Construction Management program students.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No

(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice

Bachelor's Degree in Criminal Justice - Administration

Bachelor's Degree in Criminal Justice - Corrections

Bachelor's Degree in Criminal Justice - Investigation

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Keith Liggins, program chair, administers the Criminal Justice programs. Mr. Liggins holds a bachelor's degree in English from Southern University and a juris doctorate degree in Law from Hastings College of Law. He has worked at the campus since 2005.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No
(b) Student placement rate of 58%?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The following community resources are used to enrich the programs: a program advisory committee, evidenced by committee meetings minutes; guest speakers including Mr. Steve Winston – retired police officer, Ms. Lynn Rheault – Premier Executive Security Systems, Ms. Evangeline Nathan – commanding officer of the West Los Angeles Police Department, and Ms. Judith Gelman – Federal Bureau of Investigations, documented by sign-in sheets; field trips including visits to the Central Juvenile Hall, Los Angeles Twin Towers (World's largest jail system), San Pedro Court Facility, San Pedro Beacon House and Torrance Court House, documented by sign-in sheets; and a local chapter of a Criminal Justice student club, Prepared Organized Strengthen Trust and Teamwork (P.O.S.T.T.); the local chapter of this organization is known as the Criminal Justice Society Club.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No

How many calls to employers or graduates were attempted?
Bachelor's degree program in Criminal Justice -Administration: 21
The other Criminal Justice programs do not have graduates reported on the 2012 CAR

How many calls to employers or graduates were successful?
Bachelor's degree program in Criminal Justice -Administration: 16

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided documentation of graded homework and verification of weight given to out-of-class assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:
The team found that the Criminal Justice programs are efficently run by the program chair, Mr. Keith Liggins. Also, student morale was high and the job opportunities were bright as a result of the all departments of the campus working together.

9. PROGRAM EVALUATION

Bachelor's Degree in Graphic Design: Game Art

Bachelor's Degree in Graphic Design: Visual Communications

Academic Associate's Degree in Graphic Design

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Anna Tuason, program chair, is assigned to administer the Graphic Design: Game Art, Graphic Design: Visual Communications, and Graphic Design programs, and has been the program chair for the past 10 years. She holds a master's degree in Media Design from Full Sail University, bachelor's and assoicate's degrees in Studio Arts from Marymount College, and a diploma in Graphic Design from Platt College. Previous experience includes art direction at Designer Lab Studio, graphic design work at OCPC Magazine, as well as freelance work.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No
(b) Student placement rate of 58%?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Community resources include program advisory committee meetings, field trips, student clubs, and community events. The campus hosted a program advisory committee meeting on April 18, 2013, at which discussions on curriculum, online classes, retention and placement rates, portfolios, job interviews, and employment needs took place. Field trips have included visits to Siggraph on July 23, 2013, to develop professional networking opportunities, the International Printing Museum on May 18, 2013, to study perspective and the history of printing, the Armory Center for the Arts on March 8, 2013, to examine principles of art history, and the Natural History Museum in Los Angeles on February 5, 2013, to practice traditional drawing techniques. Student clubs include DigiINK, the Cinematics Club, Anime Brigade, and Game Design Nation, all of which have hosted art shows and/or campus and community events.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☒ Yes ☐ No

How many calls to employers or graduates were attempted?
Academic associate's degree program in Graphic Design: 2
Bachelor's degree programs in Graphic Design: Game Art and Graphic Design: Visual Communications: 4

How many calls to employers or graduates were successful?
Academic associate's degree program in Graphic Design: 2
Bachelor's degree programs in Graphic Design: Game Art and Graphic Design: Visual Communications: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes*, briefly describe the documentation of evaluation viewed on site.
Instructor grade calculations and graded student work were provided as documentation that out-of-class work is being evaluated. Students also confirmed that out-of-class work is assigned and graded.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
Students in the Graphic Design and Game Art programs demonstrate a high degree of proficiency in various software applications and design work. Students stated they enjoy their classes and are very pleased with the knowledge, talent, experience, and support provided by their instructors.

COMMENDATIONS:
Ms. Anna Tuason, Mr. Juan Chavez, and the other instructors in the Graphic Design and Game Art programs are to be commended for the high quality of work and commitment demonstrated by their students.

9. PROGRAM EVALUATION

Bachelor's Degree in Information Technology: Major in Systems Security

Academic Associate's Degree in Information and Network Technologies

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Bijan Houshiar, program chair, oversees the programs. Mr. Houshair holds a bachelor's degree in Electrical Engineering from California State University and a master's degree in Management from National University. Mr. Houshiar is a CISCO Certified Network Associate (CCNA) and a Microsoft Certified System Engineer (MCSE). Mr. Houshiar has been at the campus since 2003 as an instructor and he became the program chair in 2006.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No
(b) Student placement rate of 58%?
☒ Yes ☐ No

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has an active advisory board, which last met on April 18, 2013; several guest speakers have given classroom presentations, on May 1, 2013, Mr. Jason Hernandez, IT recruiter from Robert Half Technology, provided advice on how to get a job in the industry; and three field trips were held this year, on September 25, 2013, the ITCS 103 students were taken to a local

Best Buy by instructor, Mr. Adam Moghadam, to conduct a project on trouble shooting software used by the Best Buy IT department. Sign-in sheets and event information evidence these activities.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No

How many calls to employers or graduates were attempted?
Academic Associate's Degree program in Information and Network Technologies: 0 (There were no graduates)
Bachelor's degree program in Information Technology: Major in Systems Security: 6

How many calls to employers or graduates were successful?
Bachelor's degree program in Information Technology: Major in Systems Security: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All 4 successful calls confirmed employment of graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes*, briefly describe the documentation of evaluation viewed on site.
Students interviewed in two IT courses confirmed that homework was graded and produced copies of their graded homework for the team's review.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:
All of the students interviewed by the team expressed great satisfaction with the instructors, their program, and with the academic environment in general.

9. PROGRAM EVALUATION

Bachelor's Degree in Interior Design

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. John Musolino, program chair, is assigned to administer the academic program. He is well-qualified to oversee the program. As previously stated, Mr. Musolino holds a bachelor degree in Architecture from Washington University and a master's degree in Architecture from Southern California Institute of Architecture. He is a licensed architect through the California Architects Board and is a Leadership for Energy and Environmental Design (LEED) accredited professional. He has over 10 years of experience as a classroom instructor in architectural design and technology and 4 years of experience as the program administrator at Westwood. His stays current with architectural design practices as a part-time, self-employed architect and by participating in continuing education required to maintain his architect's license.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No
(b) Student placement rate of 58%?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program utilizes the following community resources: a program advisory committees (PAC); associations with the local chapters of the American Society of Interior Designers (ASID) and Pacific Design Center (PDC); and field trips. Committee meeting notes confirm the participation of community practitioners to inform and improve program curriculum and teaching and learning. The professional associations provide opportunities to recruit advisory committee members and studio critics/jurors, to facilitate national design competitions (also used as classroom projects), and participation at local ASID networking events. The local PDC exposes students to national and global design showrooms and a designer lectures series. Interviews with the program

chair and students and review of recent field trips provided in the program documents' binder illustrate how student learning is enriched by visits to local, iconic structures and interior spaces, museum design exhibits and tours of area design firms.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No

How many calls to employers or graduates were attempted?

Bachelor's degree in Interior Design: 2

How many calls to employers or graduates were successful?

Bachelor's degree in Interior Design: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The 1successful call confirmed the employment of the graduate as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team confirmed out-of-class work or its equivalency through quiz completion, student project assignment summary descriptions, and presentation critiques.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No

(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:
The Interior Design program student outcomes illustrate strong computer-aided and three-dimensional architectural design and rendering skills. Interior design students expressed appreciation for the concentrated curriculum, focus on technology and architecutural design software, proximity of the college and its resources close to home and work, and the personal attention they receive from the faculty and staff.

9. PROGRAM EVALUATION

Academic Associate's degree in Medical Office Management

Academic Associate's degree in Medical Insurance Billing and Coding

Diploma in Medical Assistant

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Pamela Blakely is the program director for the Medical Office Management, Medical Insurance Billing and Coding and Medical Assisting programs. Ms.Blakely holds an doctrate degree in Doctor of Podiatric Medicine from Ohio College of Podiatric Medicine. She has worked as a Medical Assistant instructor for past nine years at various institution's from 2004-2011. Ms Blakely attended a basic life support instructor course from the American Heart Association on 02/21/2013.She has been employed at Westwood College since December 2011.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☐ Yes ☐ No ☒ Not Applicable

If *No,* insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

The courses listed above were started in May 2012. There is no documentation available at the time of team visit.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Upon discussion with faculty members and students, and a review of documentation, the team found the following community resources are used to enrich the programs: guest speakers and field trips, presenters come from and trips are taken to the Robert F. Kennedy Institute, Conduct Health Screenings, Annual Health Fair in Wilmington, Beauty Shop Health Screenings in Inglewood, and other local institutions and hospitals; required externships with local hospitals and clinics; and a program advisory committee.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided documentation of graded homework and verification of weight given to out-of-class assignments.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.32 What is the current student/teacher ratio?
The current student/teacher ratio in the diploma in Medical Assisting program is 8:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1	**3-1-111**	The CEP does not contain baseline data for any of the five elements in the CEP (page 4).
2	**3-1-602**	The campus is not in compliance with the local fire and safety laws (page 18).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration *(These recommendations are not included in the report seen by the Council)*:

MISSION:

- The student learning outcomes section of the CEP should be revised to emphasize those measurements that truly reflect what the students have learned (projects, senior seminars, portfolio assessment, capstone projects, externships, grade distribution, etc.). The current CEP includes these items along with many other issues such as curriculum development and instructional support that may influence student learning, but are not direct measurements of such.

- When revising the CEP, the campus should develop a section for the sixth area to be evaluated as indicated by criteria, graduation rates.

FACILITY:

- The team observed and experienced electrical issues affecting lighting on the 1st and 2nd floor classrooms. Interviews with administration confirmed that the 2nd floor electrical issue is recurring and action for resolution was enacted. The team also found multiple electrical outlet boxes exposed and uncovered in the learning commons area, which is perceived as a further concern for safety. It is recommended that these boxes be repaired and covered.

- There is an overall appearance of uncleanliness throughout the student learning commons area; in particular, the seating furniture for students is visibly stained and appears unattractive and unsanitary.

- Audio visual technology is reported by faculty and students as barely adequate and could benefit from additional maintenance, especially for better sound quality. It is recommended that these concerns be addressed to improve the overall student experience.

BUSINESS ADMINISTRATION:

Although students are generally happy with the overall campus, they would like to see more activities common to a more traditional college campus such as a basketball team.

GRAPHIC DESIGN:

Completing the setup of the render farm to support Maya would assist in speeding up the rendering process and freeing up additional laboratory computers. If there is room, adding the old lab computers (that are being replaced) to the render farm would also help to increase the overall processing power. The campus may also want to investigate using the OUYA development kit so that students can gain some practical experience in game console development.

INTERIOR DESIGN:

- There is currently one part-time faculty member teaching for the program and a program chair who also teaches some classes. Both faculty members have earned degrees in architecture and practice primarily as architects. There are no faculty members in the program that have earned degrees in interior design, have national interior design exam qualification, or interior design professional organization appellation. It is recommended that the administration hire and retain faculty that have one or more of these qualification examples and assign interior design theory and interior design studio-based classes to these faculty for a better balance of architectural and interior design skill outcomes and a wider breath of industry perspective, understanding, and standards.

- The team observed a majority of the computers in the dedicated interior design computer laboratories are in the process of rendering and not available for other student use during classtime. Interviews with students confirmed slow computer speeds. The team recommends an action plan for technology equipment improvement for this program.

ALLIED HEALTH PROGRAMS:

- Courses including MICB 220, ICD9 CM Coding Essentials should start incorporating training for ICD-10 which is scheduled for implementation in October 2014. Information can be obtained from the Centers of Medicare and Medicaid Services at www.CMS.gov.

- Increased utilization of interactive software's, DVDs and test prep books and articles in library to enrich the allied health programs.

CONSTRUCTION MANAGEMENT:

- Monitor prerequisites very closely. One student in the Construction Management program, Ms. Rosana Chaves, took CM260 before taking CA201.

- The Construction Management program currently uses MS Project as a scheduling software. The team recommends the institution use an industry standard software such as Premavara.

- Revise the language in the catalog regarding one of the program learning outcomes for the Construction Management program. Students do not learn enough CAD skills to "create construction drawings." The team recommends the word "create" be revised to "interpret."

ADDITIONAL LOCATION INCLUSION VISIT REPORT

ITT--SOUTHFIELD
26700 Lahser Rd., Ste. 100
Southfield, MI 48033
ACICS ID Code: 00096945

Ms. Kelly Ruddle, Campus Director ((b)(6) @itt-tech.edu)
(b)(6) @itt-tech.edu

MAIN CAMPUS
ITT Technical Institute
Indianapolis, Indiana
ACICS ID Code: 00016040

September 30-October 1, 2013

Scot Ober	Chair	Words, etc, Inc.	Tucson, Arizona
Michele Ernst	Student-Relations Specialist	Brown College	Mendota Heights, Minnesota
Gine Thomes-Cotter	Educational Specialist	EDMC	Phoenix, Arizona
Charles Saunders	Drafting/Electrical Engineering Specialist	Virginia College	Owens Cross Roads, Alabama
David Teneyuca	Network Systems Specialist	U. of Texas--San Antonio	San Antonio, Texas
Torri Hayslett	Accreditation Coordinator	ACICS	Washington, DC

PROGRAMS OFFERED BY
ITT Technical Institute
Southfield, MI

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement 2012 Ret.	2012 Pla.	2011 Ret.	2011 Pla.
Associate of Applied Science Degree	Academic Associate's	Network Systems Administration	93	58/5	88.24%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Electrical Engineering Technology	93	50/7	83.33%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Drafting and Design Technology	93	14/3	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Industrial Engineering Technology	93	7/0	N/A	N/A	N/A	N/A
		TOTAL ENROLLMENT		144				

INTRODUCTION

ITT—Southfield opened in March 2012 with 19 students enrolled in two academic associate's degree programs. The campus now offers four academic associate degree programs and plans to graduate its first class in December 2013. Although Southfield is not a low-income area, most students are lower-income students from the Detroit area. Most students are age 25 or older, most are male, and most have not attended any postsecondary institution before.

Although the campus reported in its 2012 CAR an impressive overall retention rate of 85%, the campus has a year-to-date retention rate in the Drafting and Design associate-degree program of 49%. This is a new program and was not reported in the 2012 CAR. The campus has already developed an improvement plan for the program and included it in its current CEP.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement is given on the front inside cover of the 2013-2014 campus catalog.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒Yes ☐ No
(b) Student placement.
☐Yes ☐ No ☒ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☐Yes ☐ No ☒ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☐Yes ☐ No ☒ Not Applicable (new additional location only)
(e) Student learning outcomes.
☐ Yes ☒ No

If *No* for any applicable item, insert the section number in parentheses and explain:
(Section 3-1-111): The campus doesn't report and analyze student learning outcomes adequately in its CEP. Although the campus hasn't yet graduated a class, it plans to measure student learning outcomes primarily through student performance on capstone courses, none of which have been completed yet. The CEP contains no real measurement of student learning outcomes--mostly, plans of what it will do. However, the campus has been offering classes since March 2012 and could report student learning outcomes in terms of GPAs. Although the CEP stated the campus analyzes results of the corporate midterm and final exams, no such analysis is included in the CEP.

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus plans to use student performance on capstone courses as its major means of documenting student learning outcomes.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☐ Yes ☐ No ☒ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus hired a full-time director of career services in February 2013, even though its first class of graduates will be in December 2013. The campus recently began offering software-specific workshops to its Drafting and Design students as a means of motivating them to complete the program. The campus has also increased the number of Drafting and Design instructors to add more perspective to the program of study.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Ms. Kelly Ruddle, campus director, is responsible for implementing and monitoring the CEP. She has a bachelor's degree in Business Administration from Olivet Nazarene University and a master's degree in Business Administration from Walsh College. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

COMMENDATIONS:
With the exception of no documentation of student learning outcomes, the CEP is well-written and complete, with useful analysis of the data presented.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Ms. Ruddle, campus director, is responsible for financial oversight of the campus. As noted earlier, she has both a bachelor's degree and a master's degree in Business Administration. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Ms. Ruddle, campus director, is the on-site administrator. As noted earlier, she has both a bachelor's degree and a master's degree in Business Administration. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No

(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

COMMENDATIONS:
The campus director is well-qualified for her position and is managing the campus in a competent manner.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 22 student files during the visit.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Fred Brown, director of recruitment, is responsible for the oversight of student recruitment at the campus. Mr. Brown holds a bachelor's degree in Recreation and Parks Management from Eastern Michigan University. He has been at ITT Technical Institute since December 2005 as an admissions representative before becoming director of recruitment in February 2012.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team reviewed 22 student files, reviewing the admissions documents in each. After a thorough review, the team was able to verify the recruiting process was ethical and compatible with the educational objectives of the institution.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☒ No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress policy can be found on pages 37-40 of the current catalog

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

A warning status.
☐ Yes ☐ No ☒ Not Applicable (campus does not use)

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No
An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)
The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☐ Yes ☐ No ☒ Not Applicable

Students continue to be eligible for financial aid while on probation. The campus does not use the financial-aid warning status as part of its SAP policy.

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No
☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. Gabriel Cassar, dean, administers satisfactory academic progress. Mr. Cassar has a master's degree in Leadership Studies and a bachelor's degree in Computer Science. He has been working at ITT since 2008 in various roles, including instructor, program chair, and now dean.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) ☒ Scholarships.
(b) ☐ Grants.
(c) ☐ Loans.
(d) ☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes ☐ No ☒ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Zaneta McCatty, director of finance, is responsible for the on-site administration of student financial aid. She has earned college credit from Daniel Webster College, DeVry University, and ITT Technical Institute. She has been working in financial aid at ITT Technical Institute in several roles since 2008 and has been serving as director of finance since February 2012.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
The director of finance (DOF) is an active member of the Michigan Student Financial Aid Association (MSFAA). This year she is serving on the MSFAA Conference Program Committee. In addition, there is documentation of regular participation in webinars sponsored by Sallie Mae Department of Education Loan Services in the DOF's file.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
There are numerous student services offered at the campus, including tutoring, academic advising, student orientation, and career advising.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☐ Yes ☐ No ☒ Not Applicable

There have been no graduates.

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Gail Allan, director of career services, is responsible for the counseling of students on employment opportunities. She holds associate's and bachelor's degrees in Early Childhood Studies. Ms. Allan's work experience includes four years of career-development advising at New Haven High School and one year as career services advisor for another local career college.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 0
The ending enrollment reported on the previous year's CAR is Not applicable

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
Students are advised on repayment options during the enrollment process and each time the student repackages their financial aid. Incoming students receive an "Entrance Counseling Guide for Direct Loan Borrowers." While the campus has not graduated any students yet, they plan to conduct exit interviews to counsel students on repaying student loans.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus has started an electronics club and has attempted to start a drafting club and an information technology club. The campus sponsors a student appreciation event at the start of every quarter, to include events like cookouts, nacho bar, and in the fall a turkey bowl.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Mr. Gabriel Cassar, dean, oversees the educational activities of all programs on the campus. He has been working for ITT since 2008 in various positions and was appointed campus dean in February 2012. Mr. Cassar holds an associate's degree in Computer Networking Technology, Microsoft Option; an associate's degree in Management; a bachelor's degree in Computer Science; and a master's degree in Business Administration, all from Baker College. He had served as a program chair at ITT-Dearborn, an instructor at ITT-Swartz Creek, and has experience in desktop support, network engineering, and help-desk coordination at computer and computer-related companies.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The program administrators have sufficient authority for the development of the academic programs at the ITT-Southfield campus. Evidenced by statements in their job descriptions reviewed by the team, including "creates academic goals and objectives," "ensures compliance with policies and procedures," and "delivers quality student services."

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.11*)

5.13 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.15 What provisions are made for individual differences among students?
Faculty ensure provisions are made for individual student differences through modifying their choices of presentation methods within classes to include lecture, demonstrations, and explanations; offering extra support through the library tutoring program; and utilizing their in-service training to accommodate for differences in gender, sexual orientation, race, and religious preferences.

5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.
ITT-Southfield offers a number of avenues for evaluating and revising curriculum. Faculty may submit ideas for improvements via the faculty collaboration portal maintained on the internet. A district curriculum lead is available for face-to-face, e-mail, or phone contact to discuss curricula revisions. Program Advisory Committees (PACs) review curricula and recommend changes on a biannual basis, and students may offer their suggestions through surveys in various classes. Any changes that are contemplated are passed through the corporate curriculum committee which has final say on the implementation of revisions.

5.17 Does the faculty participate in this process?
☒ Yes ☐ No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No

5.20 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
The team evidenced in-service documentation in faculty files, and verified in-service training is held during interviews while on-site.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The campus is located on the first floor of a four-story office building in Southfield, Michigan, a suburb of Detroit. It comprises 19,308 square feet, which includes theory classrooms, laboratories, administrative offices, library, bookstore, and staff and student lounge areas. There is adequate parking, and the facility is handicapped-accessible.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the evaluation visit is the ITT-Southfield, MI 2013-2014 Catalog, volume 12, with a published date of September 13, 2013, and an effective date of 09/13/2013 - 09/14/2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.
☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No

(c) The names and titles of the administrators.
☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No

(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.
☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No

(h) An academic calendar.
☒ Yes ☐ No

(i) A full disclosure of the admission requirements.
☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No

(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No

(p) The transfer of credit policy.
☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.
☒ Yes ☐ No

(t) A statement describing the student services offered.
☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes*, does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

Bachelor degree programs are not currently offered at the campus, but are listed in the catalog.

7.06 Does the campus offer courses and/or programs via distance education?
☐ Yes ☒ No *(Skip to Question 7.07.)*

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☒ No *(Skip to Question 7.08.)*

7.08 Is the catalog available online?
☒ Yes ☐ No *(Skip to Question 7.09.)*

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No *(Skip to Question 7.10.)*

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises online, through direct mailers, postcards, brochures, posters, television commercials, and radio.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No *(Skip to Question 7.14.)*

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The institutional performance information provided to the public includes information on placement, retention, tuition costs and fees, possible occupations, and on-time graduation rate.

Where is this information published and how frequently is this information being updated?
The information is published online and is updated on an annual basis.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The librarian holds regular workshops with faculty to monitor student engagement with library resources, and faculty are members of the library committee, a group that meets regularly to determine the need for new resources and review current holdings for relevance. In addition, the corporate librarian monitors the appropriateness of the institution's overall collection.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $5,972.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
To date, the campus has spent $1,572 on the virtual library, $1,200 on periodicals, and $2,000 on books to support the curricula. The library budget runs from January 1 through December 31.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Faculty inspire, motivate, and direct student library usage through specific homework and class assignments, often requiring use of the virtual library. Faculty use the library to hold tutoring sessions with students. The librarian makes presentations in various classes to help students understand what is available through library resources and how to properly benefit from their use. The librarian and her assistant also offer support for students and faculty upon request.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☒ Yes ☐ No ☐ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The library subscribes to a number of full-text online collections through its virtual library system. Among the collections are the Association for Computing Machinery (ACM) Digital Library, which contains information related to information technology; EbscoHOST, which includes general education subjects; Lexis/Nexis for over 6000 journals covering news and current events; and ProQuest, which is a general collection of information, including many national and international newspapers. The library also has access to a number of general reference and book sources such as AccessScience that includes the McGraw-Hill Encyclopedia of Science and Technology, Britannica Online, and books 24x7.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Ms. Stephanie Fair is the on-site librarian. Ms. Fair has a bachelor's degree in History from Oakland University and a master's degree in Library and Information Science from Wayne State University. Ms. Fair was appointed librarian in September 2013. Prior to this appointment, she was the ITT-Troy library assistant from 2012 to 2013. Her previous work experience includes positions as a banker, customer service representative, shift supervisor, and shift manager at various businesses. Ms. Fair is on-site Monday and Tuesday from 9 a.m. to 6 p.m., Wednesday from 1 p.m. to 10 p.m., and Thursday and Friday from 9 a.m. to 6 p.m. The library is open Monday through Friday from 9 a.m. to 10 p.m. and Saturday from 9 a.m. to 2 p.m.

Ms. Fair is supported by Ms. Melissa Bowen, library assistant. Ms. Bowen has a bachelor's degree in History from Eastern Michigan University and a master's degree in Library and Information Science from the University of Michigan. Prior to her employment at ITT-Southfield, Ms. Bowen was a research assistant and intern at facilities including the University of Michigan Law Library, Ford Motor Company, William L. Clements Library, Bruce T. Halle Library, and the Canton Public Library. Ms. Bowen is on-site Monday, Tuesday, and Friday from 5 p.m. to 10 p.m. and on Saturday from 9 a.m. to 2 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No

(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

GENERAL COMMENTS:
The ITT-Southfield library is fortunate to be staffed by a librarian and a library assistant, both of whom hold degrees in Library Science and Information. The campus and its students benefit from the knowledge and expertise of these two librarians.

9. PROGRAM EVALUATION

Academic Associate's Degree in Network Systems Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Gabriel Cassar, dean, administers the Network Systems Administration program. As previously noted, Mr. Cassar holds an associate's degree in Computer Networking Technology, Microsoft Option; an associate's degree in Management; a bachelor's degree in Computer Science; and a master's degree in Business Administration, all from Baker College. He had served as a program chair at ITT-Dearborn, an instructor at ITT-Swartz Creek, and has experience in desktop support, network engineering, and help-desk coordination at computer and computer-related companies.

His responsibilities include serving as the subject-matter expert on curriculum for faculty and students. He assists the campus director with related program issues and serves as the current liaison to the director for communicating curriculum issues and/or recommendations. Mr. Cassar is qualified to administer this program.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%?

☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?

☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The Network Systems Administration program uses the following community resources for enrichment: guest speakers, workshops; and "Demo Days," whereby students can receive hands-on experience in network administration with local professionals. For example, on September 14, 2013, a Demo Day was held and attended by over 20 students. The event provided students with valuable experience on network configuration and security controls. The program also has a formal advisory board comprised of a diverse group of network professionals who collaborate to support the students, campus, and community. Meeting minutes and event documentation evidence activities that provide a great benefit to the Network Systems Administration program and, most importantly, enhance the learning experience of the students.

9.08 Is the utilization of community resources sufficient to enrich the program?

☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No

☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:
The student and faculty interviews provided a good reflection of the campus and its leadership. Everyone is pleased with the support and performance of the staff and administration. In addition, the organizational climate provides a professional and courteous environment for student success.

9. PROGRAM EVALUATION

Academic Associate's Degree in Drafting and Design Technology (DDT)

Academic Associate's Degree in Electrical Engineering Technology (EET)

Academic Associate's Degree in Industrial Engineering Technology (IET)

9.01 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Mohamad Kheirallah, chair of the school of electronics technology, oversees the technology programs. Mr. Kheirallah holds a bachelor's degree in Electrical Engineering - Power Engineering from Damascus University in Syria, which was evaluated and equated to programs offered at American institutions by World Education Services on July 26, 2010. Mr. Kheirallah holds a master's degree in Electrical and Computer Engineering from Lawrence Technology University and is currently pursuing his doctorate in Mechanical Engineering at Lawrence Technology.

Mr. Kherirallah is supported by the following two subject-matter experts (SMEs) in his oversight of the programs: 1) Mr. Sylvanus Monyem, SMS for the Industrial Engineering program, who holds an associate's degree in Computer-Aided Manufacturing Technology, a bachelor's degree in Manufacturing Engineering Technology from New Jersey Institute of Technology, and a master's degree in Management from the University of Maryland in Adelphi, Maryland; and 2) Ms. Tabitha Estell, SME for the Drafting and Design Technology program, who holds a bachelor's degree in Architecture from Lawrence Technology University.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The DDT, IET, and EET programs utilize a program advisory committee (PAC), field trips, and guest speakers to gain insight from professionals doing business in these fields and to ensure the students are learning the necessary skills to compete for jobs in these fields, specifically, in the Detroit, Michigan, metropolitan area. Documentation in faculty files confirmed that such events are taking place.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No

(b) Course numbers
☒ Yes ☐ No

(c) Course prerequisites and/or corequisites
☒ Yes ☐ No

(d) Instructional contact hours/credits
☒ Yes ☐ No

(e) Learning objectives
☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No

(h) Instructional methods
☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.
☒ Yes ☐ No

(c) Resources.
☒ Yes ☐ No

(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
☒ Yes ☐ No

(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:
The programs are well-conceived, directed, and taught.

COMMENDATIONS:
This is a well-run campus with competent and caring faculty, administration, and staff--all dedicated to the single goal of student success. Students interviewed were pleased by the education received and felt they were acquiring the necessary skills to be competitive in the global marketplace.

SUMMARY

The campus is not in compliance with the *Accreditation Criteria* in the following area:

Number	Citation	Summary Statement
1.	3-1-111	The Campus Effectiveness Plan does not adequately document student learning outcomes (p. 3).

NEW GRANT VISIT REPORT

Westwood College, Annandale Campus
7619 Little River Turnpike, Suite 500
Annandale, VA 22003
ACICS ID Code: 00027058

Dr. Mary Kay Svedberg, Campus President ((b)(6)@westwood.edu)
(b)(6)@westwood.edu

MAIN CAMPUS
Westwood College-South Bay
Torrance, CA 90502
ACICS ID Code: 00027056

September 9-10, 2013

Dr. Richard Murphree	Chair	Consultant Effectual Business Servicse	Eagle, ID
Ms. Betty Herard	Student-Relations Specialist	Global Learning Strategies	Birmingham, AL
Dr. Thomas Duff	Educational Activities and Library	University of Minnesota, Duluth	Duluth, MN
Mr. Steve Johnson	Business Administration Specialist	Team member's institution	Memphis, TN
Mr. George Cormier Jr.	Construction Management Specialist	ITT Technical Institute	Las Vegas, NV
Mr. Terry Campbell	Criminal Justice Specialist	Kaplan University	Okeechobee, FL
Dr. Eva Skuka	Medical Assistant/Office Management Specialist	Berkley College	Wayne, NJ
Mr. Barry Phillips	Graphic Design Specialist	Art Director -PBS, NBC	Burelson, TX
Mr. Fredrick Hampton	Interior Design/Computer-Aided Design Specialist	Design Collaborative	Tampa, FL
Mr. Charles Saunders	Information Technology Specialist	Virginia College	Owens Cross Roads, AL
Ms. Karly Zeigler	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
WESTWOOD COLLEGE
ANNANDALE, VA

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Credit Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assisting	955	69.5	37/1	88.89%	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Computer Aided Design: Architectural Drafting	1205	90	12/5	80%	100%	N/A	N/A
Associate of Science	Academic Associate's degree	Business Administration	910	90	22/12	91.67%	N/A0	68.80%	100%
Associate of Science	Academic Associate's degree	Criminal Justice	905	90	17/5	100%	N/A	N/A	N/A
Associate of Science	Academic* Associate's degree	Medical Assisting *	1180	92	12/8	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Construction Management	965	90	13/7	100%	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Graphic Design	1205	90	15/4	68.09%	100%	79.20%	100%
Associate of Science	Academic Associate's degree	Information Technology	1225	90	12/31	77.42%	N/A	50%	N/A
Associate of Science	Academic Associate's degree	Medical Office Management	945	90	6/3	100%	N/A	N/A	N/A
Bachelor of Science	Bachelor's degree	Business Administration: Major Accounting and Financial Management	1820	180	3/6	66.67%	N/A	57.10%	N/A
Bachelor of Science	Bachelor's degree **	Business Administration: Major in Healthcare Management **	1820	180	2/1	58.62%	N/A	44.40%	100%
Bachelor of Science	Bachelor's degree	Business Administration: Major in Human Resources Management	1820	180	1/1	100%	N/A	N/A	N/A
Bachelor of Science	Bachelor's degree	Business Administration: Major in Management	1820	180	10/5	58.49%	100%	53.30%	N/A
Bachelor of Science	Bachelor's degree	Graphic Design: Animation	2330	180	6/4	81.48%	66.67%	79.50%	100%
Bachelor of Science	Bachelor's degree	Information and Network Technologies: Computer Forensics	2305	180	2/0	100%	N/A	75%	N/A
Bachelor of Science	Bachelor's degree	Information and Network Technologies: Network Management	2350	180	14/6	70.21%	100%	65.10%	N/A
Bachelor of Science	Bachelor's degree	Information Technology: Systems Security	2350	180	12/3	70%	33.33%	55.90%	100%
Bachelor of Science	Bachelor's degree	Criminal Justice: Major in Administration	1820	180	32/1	72.73%	90%	68.60%	84.60%
Bachelor of Science	Bachelor's degree	Criminal Justice: Major in Investigations	1820	180	7/1	68.97%	80%	56.10%	100%
Bachelor of Science	Bachelor's degree	Construction Management	1945	180	12/7	72.14%	100%	73.80%	90.90%
Bachelor of Science	Bachelor's degree	Interior Design	2330	180	8/1	77.50%	62.50%	72.70%	80%

TOTAL ENROLLMENT 378

*Program reviewed for the first time

**Not accepting new students

*** Typed in bold are any retention rate below 62% or placement rate below 58%

INTRODUCTION

In March 2006, the Westwood College Annandale opened its doors for the inaugural term. The campus is nestled in the beltway of our nation's capital, located at 7619 Little River Turnpike, Suite 500, in Annandale, Virginia. Initially, the college was accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) and its programs were approved by the State Council of Higher Education for Virginia (SCHEV). In December 2010, the college received initial accreditation from the Accrediting Council for Independent Colleges and Schools (ACICS).

Due to rapid student population growth, it was apparent that the college needed additional space for classrooms and labs. In August 2010, the college added 9,815 additional square feet in an adjoining building located at 7611 Little River Turnpike, 6th Floor, Annandale, Virginia. The Hon. John Roll courtroom has shared occupancy in the additional space since February 2011.

A consortium agreement is signed with Westwood College Online to offer campus students the opportunity to take courses through online delivery, providing more flexibility in class options for students enrolled in residential campus programs.

As of July 1, 2013, the student population is 386.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement can be found on page eight of the 2013 course catalog dated May 2013.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?

☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No

(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒ Yes ☐ No
(b) Student placement.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☐ Yes ☒ No ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.
☒ Yes ☐ No

(Section 3-1-111): Follow-up studies on graduate satisfaction are not being completed in compliance with *Criteria*. The team verified the campus conducts "graduate" surveys only once, and these surveys are conducted during a student's last term, prior to graduation. While on-site, the campus created a new policy that states they will be sending out graduate surveys 150 days following a student's graduation. In addition, their corporate headquarters stated they will implement the new surveys.

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus assesses student-learning outcomes through an analysis of certification exams, cumulative G.P.A., and grade distribution. These assessments are linked together to form a comprehensive evaluation of student learning. Student learning outcomes are assessed by comparing baseline data with current rates in each of the areas mentioned above.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
To meet its 2013 retention goal of 72%, new tools such as a ground tracking matrix and weekly reports on at risk students have been added to assist in tracking student progress more closely and intervening earlier when issues with attendance or grades arise.

To meet its 2013 placement goal of 72%, the campus is increasing activities with employers including bringing employers on the campus as guest speakers, the Campus to Community (C2C) initiative, and providing employer-led interview workshops.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No

(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
The campus effectiveness committee consists of the following members: campus president, academic dean, director of operations, librarian, and the registrar. The CEP committee meets quarterly to review and monitor the improvement processes and, on an annual basis, discusses major revisions or updates and the implementation of these actions.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-202(b)): There is no evidence that the administration maintains appropriate evaluation of all faculty. The following faculty do not have classroom observations or evaluations on file that have been completed within the past year: Mr. Faheem Kahn; Mr. John-Sim Park; Mr. James Rogers; and Ms. Ebony Scurry.

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Dr. Mary Kay Svedberg, campus president, is responsible for financial oversight of the campus. Dr. Svedberg has a bachelor's degree in Family and Child Development, a master's degree in Education from the College of William and Mary, and a doctoral degree in Human Development from Virginia Tech. She has been with the campus since 2009, initially as the academic dean and then the vice president before becoming the president in 2010.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Dr. Svedberg, campus president, is the on-site administrator. As previously mentioned, Dr. Svedberg has a bachelor's degree in Family and Child Development, a master's degree in Education from the College of William and Mary, and a doctoral degree in Human Development from Virginia Tech. She has been with the campus since 2009, initially as the academic dean and then the vice president before becoming the president in 2010.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No

(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 43 files including files of active students, students who had withdrawn, students on finanical aid warning, students receiving transfer of credit, and 2012 CAR reported graduates.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?

☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No
Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Kimball Cochran, regional director of admissions since August 2011, is responsible for the oversight of student recruitment at the campus. He holds a bachelor's degree in Business Operations from DeVry University and a master's degree in Project Management with a concentration in Human Resources from Keller Graduate School. Previously, he was employed as regional director of admissions and student services at DeVry University from November 1999 to November 2002.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team was able to verify that the recruiting process for new studens is ethical and compatible with the educational objectives for the campus by interviewing admission representatives, students, and the director of admissions. The team interviewed Mr. Slade Jones, senior assistant director of admissions and representative trainer. Mr. Slade provided a step-by-step description of the recruitment process including scripts, web-based presentations, and a video wrap-up presentation shown to prospective students. Representatives interview students and have students state why they are interested in their selected program and Westwood College. The student then meets with the director to verify whether Westwood College is a good match for them.

Are these recruiting practices ethical and compatible with the educational objectives of the campus?
☒ Yes ☐ No

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☒ Yes ☐ No

If *Yes,* is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

☒ Yes ☐ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☒ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress (SAP) policy is published on pages 70-72 in the May 2013 course catalog.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)

A probationary period.
☒ Yes ☐ No
An appeal process.
☒ Yes ☐ No
An extended-enrollment status.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)
The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list student names, and explain:
(Section 3-1-420 and Appendix D): The campus does not apply its SAP standards consistently to all students as required by the *Accreditation Criteria*; specifically (b)(6) s follows:

(b)(6)

4.27 Are students who are not making satisfactory academic progress properly notified?
☐ Yes ☒ No ☐ Not Applicable (no students are in violation of SAP)

If *No,* insert the section number in parentheses, list student names, and explain:
(Section 3-1-420 and Appendix D): Students who are not making SAP are not properly notified. As stated in response to Item 4.26 above, at the end of (b)(6) first term at the campus, he received all F's for the three (3) courses he was enrolled in and earned a 0.00 term GPA and 0.00 CGPA; yet his transcript posts a GPA of 1.96 and 81 credits earned for the stated term beginning August 2010, and there is no SAP documentation or evidence of notification to the student for this inconsistency. Furthermore, (b)(6) was either released or withdrew at the end of the August 2010 term, and he was allowed to re-entry in the January 2011 term without any documentation of SAP/probationary conditions or evidence of notification to the student.

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or it's equivalent?

☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☐ Yes ☒ No ☐ Not Applicable (all programs are less than two years)

If *No,* insert the section number in parentheses, list student names, and explain:
(Section 3-1-420 and Appendix D): Students who are not achieving satisfactory academic progress at the end of the second year are not dismissed. As stated in response to Items 4.26 and 4.27 above, at the end of the August 2010 term, (b)(6) had an earned GPA and CGPA of 0.00, and was either released of withdrew at that time. He re-entered in the January 2011 term and the team verified he had a .77 GPA for the term beginning 3/20/13; however, he has maintained enrollment, and is currently enrolled at the time of the visit.

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes,* is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☒ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☒ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☒ Yes ☐ No ☐ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Borges, registrar, is responsible for the administration of SAP; she has held this position since July 2013. She joined Westwood College in December 2011 and had served as student support representative and assistant registrar prior to her current appointment. She holds a bachelor's degree in Adminstration of Justice and European History from the University of Hawaii.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☒ Grants.
(c)☒ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Melissa Q. Blas, director of financial services, is responsible for administering student financial aid. Ms. Blas holds a certificate in Advanced Information Systems from Business Computer Training Institute, and is currently attending the University of Maryland where she is pursuing a bachelor's degree in Business Management. Prior to joining Westwood College, Ms. Blas held the position of senior finance representative at Corinthian Colleges. The team verified Ms. Blas is a member of the Virginia Association of Student Financial Aid Administrators (VASFAA).

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Ms. Blas, director of student financial services, and her staff stay current with regulation and policy changes through their membership in VASFAA and by attending VASFAA conferences and industry events, the central administration's "Center Update Calls" and financial aid staff training, and reviewing U.S. Department of Education "Dear Colleague Letters."

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The student support department provides tutoring services that are managed by Ms. Amy Buras, the campus librarian. The student support department conducts two student orientations and two open houses before the term start date. Academic counseling is provided by academic staff and the student support department.

The student support center has identified the three greatest challenges Annandale campus students face are unstable homes, transportation, and employment. The campus works with students to help address these challenges by providing counseling and information packets on community resources for family and housing issues. The support center has a Metrocard program, which provides eligible students with transportation to and from campus, and refers students with employment issues to career services.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☐ Yes ☒ No ☐ Not Applicable

If *No,* insert the section number in parentheses and explain:
(Section 3-1-441(c)): Follow-up studies on graduate and employer satisfaction are not conducted at specific measuring points following the placement of campus graduates.

The campus verified it conducts graduate surveys only once, and that these surveys are conducted during a student's last term, prior to graduation. During the visit, the campus created a new policy stating post-graduation surveys will be conducted 150 days following students' graduation. Additionally, their corporate headquarters were stated to have implemented the new surveys.

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Chantney Stuckey, assistant director of career services, is responsible for counseling students on employment opportunities. Ms. Stuckey has a bachelor's degree in Applied Arts from Marymount University, and has held the assistant director position since February 2013. Prior to joining Westwood College, Ms. Stuckey worked for four years in student affairs at the Bethesda Enrichment Centers and Marymount University.

Ms. Tanya Allen, director of campus operations since March 2009, is responsible for the oversight of financial services, career services, employment opportunities and student counseling as it relates to careers and employment. Ms. Allen is responsible for the leadership and oversight of daily operations of all campus functions. Her direct reports include the assistant director of career

services, the director of student finance, the assistant director of student support, and IT. She is also the deputy title IX coordinator. Ms. Allen has a bachelor's degree in Business Administration, a graduate certificate in Accounting, and a master's of Business Administration from Strayer University.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☒ Yes ☐ No

Salary projections and placement percentages are discussed during their recruitment process.

If *Yes*, does the campus maintain the required data on its graduates and non-graduates?
☒ Yes ☐ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 412
The ending enrollment reported on the previous year's CAR is 412

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
Students are required to access studentloans.gov and complete surveys at least three times during their enrollement. First, at their advanced meeting held during their entrance counseling. Second, at the ready meeting following the completion of their finance package. Third, during their exit interview where they are provided with an exit packet containing information on loan repayment. The team reviewed an exit packet.

4.67 Describe the extracurricular activities of the campus (if applicable).
Extracurricular activities include student clubs, such as the criminal justice, business management and music club; an active Alpha Beta Kappa honor society chapter; food drives; luncheons, snacks, ice cream socials, and holiday dinners; raffles; and welcome back week events, which are coordinated by the student support center.

In addition, there is a campus olympic day consisting of Annadale vs Arlington sport activities, a barbeque, and awarding of trophies to winning teams; and a fall festival coordinated by the local Chamber of Commerce and student volunteers.

COMMENDATIONS:
The team is impressed with Westwood College's "A Collection of 100 Success Stories" book that is in its third volume publication. The team expresses high commendations.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Dr. Amanda Manners, academic dean, is assigned to oversee the educational activities of all programs at the campus. She holds a bachelor's degree in Mechanical Engineering from Michigan State University, a master's degree in Management from Rensselaer Polytechnic Institute, and a doctorate in Organizational Leadership from the University of Phoenix. Before becoming academic dean at the Annandale campus, Dr. Manners worked in higher education as the director of academic affairs for a University of

Phoenix campus, as dean at a Strayer University campus, and taught undergraduate and graduate Business Management courses. In addition, she has worked as a program management analyst for Ford Motor Company and for the defense and aerospace industries.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Each of the program administrators has a job description that clearly identifies their authority and responsibility for development and administration of their programs. Program chairs have the opportunity to provide input and discuss areas related to their authority and responsibility while participating in weekly education leader meetings with the campus president and academic dean, and individual bimonthly meetings with the academic dean.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.11*)

FOR NEW GRANTS ONLY

5.11 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☒ Not Applicable

5.13 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.15 What provisions are made for individual differences among students?
Instructors use a variety of instructional delivery methods to meet the individual differences among the students. Students who are having academic performance issues are reported to the appropriate program chair and the assistant director of student support. These two individuals provide a range of interventions from tutoring by a faculty member to working with individual students needing help.

Students are able to request transfer credit for previous academic work, credit for CLEP exams passed with satisfactory scores, and the opportunity be granted credit based on achieving a satisfactory score on proficiency exams that are available for specific courses.

5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Recommendations from students, staff, faculty, advisory committee members, or employers may initiate the process for curriculum change. The curriculum is continuously reviewed by the academic dean, program chairs, and faculty. Campus recommendations are forwarded to the corporate director of curriculum and curriculum review committee members who represent each program area. Curriculum revisions are made following approval by corporate administration. Faculty members confirmed their participation in the curriculum review process and indicated they felt their input was considered and valued.

5.17 Does the faculty participate in this process?
☒ Yes ☐ No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?
☐ Yes ☒ No

If *No,* insert the section number in parentheses, identify the courses, and explain:
(Section 3-1-516(a)(i)): Credit is not appropriately converted in relation to total student contact hours. Specifically, there is no documentation to support the 10-hour lecture component of the MEDI299 Externship 6.5-credit course is scheduled appropriately. The academic credit analysis indicates MEDI299 consists of 165 hours of externship training at community externship sites that accounts for 5.5 of the total credits granted plus a 10-hour lecture component that accounts for the remaining 1 credit as stated on the course syllabus. However, the class schedule provided to the team during the visit has an externship class scheduled to meet Mondays 6:30 to 7:00 p.m. for the 9 weeks of the term for a total of 270 minutes. Based on interviews and classroom visits conducted on the first day of the visit, students who are currently in MEDI299 and are on externship stated they do not meet on campus for the externship class, there were no students in the room where the class was scheduled to meet at 6:30 p.m. on Monday, the first day of the visit; and there are no attendance records to document the class meets on campus for 10 lecture hours. The chair of the Medical Assisting program, the dean, and the campus president stated the instructor of the course meets with each student individually each week to fulfill this component. However, there was no documentation of the individual meetings. The team was provided with a list of assignments students are required to complete during the externship course; however, time spent on homework assignments does not fulfill the allocation of lecture credit hours.

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No

5.20 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.

☒ Yes ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
Campus administration maintains a three-ring binder containing documentation of in-service training activities completed and scheduled for Annandale campus faculty.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☐ Yes ☒ No

If *No* for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:
(Section 3-1-543): There is no documentation that supports completed professional growth activities as listed on several faculty development plans; specifically for:

- Mr. Bashir Kassim
- Ms.Kathy Nice
- Ms. Gillian Barnett
- Ms. Amy Sebes
- Mr. Brian Erskine
- Ms. Ebony Scurry
- Ms. Aissata Haidara
- Mr. Jong-Sim Park
- Mr. Lester Larose
- Mr. James Rogers

Initially, there was a lack of documentation of professional growth activities for many faculty members. However, during the visit, campus administration was able to provide appropriate documentation of professional growth activities for all faculty members except those listed above.

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?
☒ Yes ☐ No

Like other Westwood College campuses, this campus has a consortium agreement with the Westwood Online Division in Denver. The consortium agreement has been submitted to and approved by the Council.

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

5.38 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.39 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.40 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

GENERAL COMMENTS:

Overall, educational operations at the Annandale campus are conducted in a comfortable environment that promotes and supports a positive atmosphere for learning and teaching. The faculty are well-qualified for their teaching assignments and are committed to their students. Students who were interviewed stated instructors have a very positive attitude and that they feel all of the instructors sincerely care about their personal and academic success.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located at 7619 Little River Turnpike, Suite 500, in Annandale, Virginia and initially occupied 22,152 square feet. The facility provides a clean, well-lit, comfortable and environmentally safe atmosphere. Adequate space is provided for theory classrooms and laboratories, the library, student lounge, testing center, academic support center, graphic design room, resource room and administrative offices. Ample parking is available for students, staff and visitors. Special accomodations provide access for all students, and the facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

In August 2010, the campus acquired 9,815 square feet to accomodate its increased enrollment. This space is adjacent to the original building and approxmately 200 feet from the main doors of the campus. The additional space contains a mock courtroom, medical classrooms, and an interior design classroom.

6.02 Does the campus utilize any additional space locations?
☒ Yes ☐ No

If *Yes*, list the name and address of each location.
In August 2010, the college acquired an additional 9,815 square feet of space located on the 6th floor of an adjoining building at 7611 Little River Turnpike, Annandale, Virginia.

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog reviewed durng the visit was the Westwood College 2013 Academic Catalog, volume 4 - No. 2, revised in May 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar.
☒ Yes ☐ No
(i) A full disclosure of the admission requirements.
☒ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No
(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)
(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No
(p) The transfer of credit policy.
☒ Yes ☐ No
(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No
(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)
(s) The refund policy.
☒ Yes ☐ No
(t) A statement describing the student services offered.
☒ Yes ☐ No
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes,* does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?
☒ Yes ☐ No *(Skip to Question 7.07.)*

If *Yes,* does the catalog contain the following?
(a) A description of each mode of delivery used for distance education courses.
☒ Yes ☐ No
(b) Any additional or different admissions requirements for students taking distance education courses.
☒ Yes ☐ No ☐ Not Applicable (there are no additional or different admissions requirements)
(c) A description of any tests used to determine access to distance education.
☒ Yes ☐ No ☐ Not Applicable (no additional tests are given)
(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction
☒ Yes ☐ No
(e) Costs and fees associated specifically with distance education.
☐ Yes ☐ No ☒ Not Applicable (there are no additional costs and fees)

7.07 Does the catalog contain an addendum/supplement?
☒ Yes ☐ No *(Skip to Question 7.08.)*

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☒ Yes ☐ No
(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

7.08 Is the catalog available online?
☒ Yes ☐ No *(Skip to Question 7.09.)*

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☒ Yes ☐ No *(Skip to Question 7.10.)*

If *Yes*, answer the following:
(a) Are all campuses using the same catalog of common ownership?
☒ Yes ☐ No
(b) Are all photographs utilized properly labeled to identify the location depicted?
☒ Yes ☐ No
(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☒ Yes ☐ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus uses television/radio spots, print ads, and brochures to promote its programs while a majority of its advertising is done on the internet and through social media such as Twitter, Facebook, LinkedIn, and YouTube.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No *(Skip to Question 7.14.)*

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☒ *Yes* ☐ *No*

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus routinely provides graduation, retention and placement rates on their website.

Where is this information published and how frequently is this information being updated?
This information is available via a consumer information link on their webstite and is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Every effort is made to meet the requests and requirements of students and faculty for library resources. Based on recent curriculum changes and program additions, there is a long-term plan to eliminate titles that have become irrelevant or dated and to acquire titles that support the new programs. Providing access to the library page in MyPath for all campus students is part of this effort. The MyPath library page is more robust and the links are more stable than those formerly provided to students by WConnect.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current fiscal, October 2012 - September 2013, library budget is $34,600.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
Of the $34,600 budget, $25,650 has been spent on the campus' allocated cost for electronic resources, $5,100 on periodicals and $3,850 on print-copy books

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Students and faculty who were interviewed as well as the regional librarian confirmed there are assignments requiring the use of learning commons' resources for most courses offered by the Annandale campus. This was also evidenced by a review of syllabi.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
Westwood College maintains a system-wide website that allows students, faculty, and other users at all campuses to access the Surpass library catalog and the online database collection. The online database collection includes index and full-text access to thousands of periodicals, newspapers, newsletters, transcripts, legal materials, and statistical tables. The available databases include EBSCO's Academic Search Premier, Computer Source, Greenfile, LexisNexis Academic, Points of View Reference Center, Proquest Central, ProQuest Statistical, Britannica Online, e-Books on EBSCOhost, and STAT!Ref. Students have access to Serials Solutions 360 Suite, which includes a power search of all library databases with links to full-text.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Ms. Amy Buras, regional librarian, is the professionally trained individual assigned to oversee the library (learning commons) at the Annandale campus. She holds a bachelor's degree in Behavioral Science from National University, a juris doctorate degree in Law from University of the Pacific, McGeorge School of Law, a master's degree in Library Science from San Jose State University, and is certified as a professional librarian by the State of Virginia Library Board. Ms. Buras has been the regional librarian since October 2005. Her prior work experience includes lead analyst at Lexis/Nexis, Inc for more than five years and legal research attorney extern for four months and academic enhancement leader for nine months while completing her juris doctorate degree. Ms. Buras is on-site in the learning commons area from 7:30 a.m. – 6:00 p.m. Monday – Friday.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

The team reviewed a well-organized library handbook that includes a description of the training program for the library assistant, student workers, tutors, and the weekend administrator of the learning commons area.

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

Ms. Buras, the on-site librarian, is a member of the American Library Association (ALA), reads various publications and information pieces produced by the ALA, and has attended ALA annual conferences. She also participates in other professional development activities including campus in-service workshops, web conferences, and actively consults with other Westwood College campus librarians through conference call meetings and an e-mail list. During the past year Ms. Buras focused on completing continuing education to satisfy requirements for her license to practice law. More specifically, she completed 25 hours in areas such as copyright, legal research, and library management.

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

According to information posted in the area, the learning commons is open 7:30 a.m. to 10:00 p.m. Monday through Friday and 9:00 a.m. to 3:00 p.m. on Saturday.

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?

☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☒ Yes ☐ No

GENERAL COMMENTS:
The Annandale campus is fortunate to have Ms. Buras managing the learning commons area. She has a strong academic and experiential background for her current position and actively participates in professional activities. Faculty and students confirm she is committed to developing campus library resources and has done a good job of conducting activities that encourage and facilitate use of the on-site and online resources.

9. PROGRAM EVALUATION

Academic Associate's Degree in Medical Assisting

Academic Associate's Degree in Medical Office Management

Diploma in Medical Assisting

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Alecia Heffner, program chair, oversees the Medical Assisting and Medical Office Management programs. Ms. Heffner holds a master's degree in Health Management from Lindenwood University and a bachelor's degree in Public Health from Dillard University. Prior to joining the campus in May 2013, Ms. Heffner worked as a health program coordinator at a community health center, and was an adjunct faculty and externship coordinator at other post-secondary institutions.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable

No graduates were reported on the 2012 Campus Academic Report (CAR) for these programs.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Guest speakers have been invited to enhance the program and give students a sense of what is expected in the healthcare field from the practicing healthcare providers. Medical assisting students participated in the National Dental Association Centennial Celebration Community Outreach Health Fair offering vital signs checks to the participants. The programs hold annual advisory board meetings where members of the medical community are invited to share their professional experience. The committee

members provide the campus with industry trends and needs such as new technology products, processes, software, and recommend content and hands-on training that should be considered for the programs.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☐ Yes ☒ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
No graduates were reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.32 What is the current student/teacher ratio?
The current student/teacher ratio is 7:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice
Bachelor's Degree in Criminal Justice: Major In Administration
Bachelor's Degree in Criminal Justice: Major In Investigation
Bachelor's Degree in Criminal Justice

9.01 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Sharon Rauch, program chair, administers the Criminal Justice programs. She has been the program chair since October 2007. She holds a bachelor's degree in Psychology from George Mason University and a master's degree in Criminal Justice from Northeastern University. Ms. Rauch has over seven years of experience in corrections, counseling and administration.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The campus utilizes the following community resources to enrich the Criminal Justice programs: a program advisory committee; field trips; guest speakers; and community events. The next program advisory committee meeting is scheduled for November 2013 and the team reviewed May 2013, November 2012, and May 2012 committee meeting minutes. Students have taken field trips to the Fairfax County Library; Fairfax County Adult Education Center; U.S. Supreme Court; Center for Missing and Exploited Children; and Drug Enforcement Museum. Guest speakers include officers from the Metropolitan Police Department: Gangs and Criminal Sub-Culture; Prince William County Probation agency; U.S. Patent & Trade Office; and Mental Health Advocacy. Students have participated in the following community events: Tour del Cure (Bicycle Race) for American Diabetes Association; Blood Drive; Help Fight Hunger; and assisted with the Shelter House project. The team was provided documentation to verify these activities.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were no graduates from the academic associate's degree in Criminal Justice, bachelor's degree in Administration and bachelor's degree in Investigations reported on the 2012 CAR.

Bachelor's degree in Criminal Justice: 4 (Currently in teach-out mode)

How many calls to employers or graduates were successful?
Bachelor's degree in Criminal Justice: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The 3 successful calls confirmed the employment of the graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team interviewed students and faculty, and reviewed course syllabi to verify out-of-class work is evaluated. Faculty provided the team with homework assignments submitted by students with graded elements, and students provided access to their homework assignments and graded homework.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
Students interviewed by the team stated they were pleased with the program, instructors, campus support, and open communication.

COMMENDATIONS:
The team commends the campus for providing a mock courtroom to enhance the students' learning experience.

9. PROGRAM EVALUATION

Bachelor's Degree in Business Administration- Accounting

Bachelor's Degree in Business Administration - Healthcare Management

Bachelor's Degree in Business Administration-Management

Academic Associate's Degree in Business Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Lawrence Langhorne, program chair, is responsible for the adminstration of the Business programs. Mr. Langhorne has a bachelor's degree in Business Administration and a master's degree in Management, and extensive managerial experience in the banking and service industries.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☒ Yes ☐ No ☐ Not Applicable (Additional location only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program utilizes the following community resources to enrich the Business programs: field trips, students take trips to several companies to conduct interviews with local business people; business clubs, the program chair has initiated a student club to increase networking relationships between students and future employers; and a professional advisory committee (PAC). The PAC is managed by the program chair, and includes members from several companies that contribute to the learning environment and new directions for the program. The program chair actively recruits new members.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were no graduates who were placed from the academic associate's degree program.
Bachelor's degree program in Business Administration: 1

How many calls to employers or graduates were successful?
Bachelor's degree program in Business Administration: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There was 1 successful contact that confirmed the employment of the graduate as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

In the academic associate's degree program, one student was not placed based on medical reasons as documented in the 2012 CAR. There is an email statement from the student stating medical reasons are preventing her from obtaining employment.

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Student assignments are based on research of job propsects for companies in the Annandale area. The team verified proof of these out-of-class assignments with the instructors.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor's Degree in Information and Network Technologies: Major in Computer Forensics

Bachelor's Degree in Information and Network Technologies: Major in Network Management

Bachelor's Degree in Information and Network Technologies: Major in Systems Securities

Academic Associate's Degree Information and Network Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Maxwell Adjei-Turim administrates the programs. Mr. Adjei-Turim holds a bachelor's degree in Information Technology from the American Intercontinental University, a master's of Business Administration from University of Phoenix, and Cisco Certified Network Associate and Academy Instructor certifications. Prior to joining the campus, Mr. Adjei-Turim was the program chair of the Management Information Systems/Business program at Florida Career College for three years, network administrator at South County Mental Health Institute for two years, systems administrator at National PETScan Management for two years, and technical support representative at The Answer Group for three years.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Information and Network Technologies programs utilize a professional advisory committee (PAC), field trips, and guest speakers to gain insight from industry professionals and to ensure students are learning the necessary skills to compete for jobs in the local workforce.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Academic associate's degree program in Information and Network Technology: No graduates
Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1
Bachelor's degree program in Information and Network Technology: 3
Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3

How many calls to employers or graduates were successful?
Academic associate's degree program in Information and Network Technology: No graduates
Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1
Bachelor's degree program in Information and Network Technology: 3
Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Academic associate's degree program in Information and Network Technology: No graduates
Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1
Bachelor's degree program in Information and Network Technology: 3
Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team reviewed graded homework during the classroom interviews.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.

☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The team found the programs were well-conceived, directed, and taught.

COMMENDATIONS:
The team found a well run campus with competent caring faculty, administration and staff, all dedicated to the single goal of student success. Students interviewed are pleased with the education they receive and feel they are acquiring the necessary skills to be competitive in the global market place.

9. PROGRAM EVALUATION

Academic Associate's Degree in Graphic Design and Multi Media
Bachelor's Degree in Animation
Bachelor's Degree in Visual Communications

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jeff Fiore administers the Graphic Design, Visual Communications and Animation degree programs. He holds a bachelor's degree in Digital Media/Animation from East Tennessee State University and a master's degree in Interactive Design and Game Development from Savannah College of Art and Design. Mr. Fiore has been at the institution for about four and one-half years and in the position of academic chair for two years. As chair, he oversees a total of one full-time and five part-time instructors, and teaches approximately eight hours a week in addition to his duties as program administrator. He holds professional membership in the American Institute of Graphic Arts (AIGA), and has worked for drafting firms as an architectural draftsman for survey drafting and website design, a freelance designer, and as the owner and director of his own design firm, J. Fiore Studio.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The greater metropolitan Washington, DC area offers a wide range of unique professional applications for design students in the fields of graphic design, animation and visual communications. The program advisory committee (PAC) members represent a range of individuals from corporate, educational and design fields, who come to the campus as guest speakers and act as curriculum advisors. The Art Director's Club of Metro Washington, which offers student memberships, allows professional networking opportunities for the students. A relationship has been created between the Annandale Chamber of Commerce and Graphic Design students to work together on the production of banners, public area graphics, and high profile logos for the purpose of establishing a new, contemporary identity to enhance the City of Annandale's commercial public space and tourist appeal.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree in Graphic Design: 2
Bachelor's degree in Visual Communications: 3
Bachelor's degree in Animation: 5

How many calls to employers or graduates were successful?
Academic associate's degree in Graphic Design: 2
Bachelor's degree in Visual Communications: 3
Bachelor's degree in Animation: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful calls confirmed the employment of graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was presented with graded homework, recorded grades, and student portfolios.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The team reviewed student portfolios in the areas of video, graphic design and photography and found them to be adequate for the purpose of securing employment in their particular area.

9. PROGRAM EVALUATION

Bachelor's Degree in Construction Management

Academic Associate's Degree in Construction Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Ronald Keele, lead instructor, is assigned to administer the programs. He holds a master's degree from the University of Maryland, a bachelor's degree in Civil Engineering from Virginia Tech, a certificate in Safety Engineering and as a Professional Engineer. Mr. Keele has more than 25 years of industry experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☐ Yes ☐ No ☒ Not Applicable

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The programs use the following community resources: field trips such as visits to various Washington D.C. rail line construction sites; guest speakers who present topics such as Green Technologies, Revit, and AutoCad software; and a program advisory committee (PAC) whose members are local industry professionals.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☒ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Construction Management: No Graduates
Bachelor's degree program in Construction Management: 6

How many calls to employers or graduates were successful?
Academic associate's degree program in Construction Management: No Graduates
Bachelor's degree program in Construction Management: 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All 5 successful contacts confirmed the employment of the graduates as reported on the 2012 CAR.

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
(Section 3-1-303(a)): Based on backup documentation including self-described job duties from each organization, the following three bachelor's degree in Construction Management graduates who were classfied on the 2012 CAR as being placed in a related field are not accurately classified:

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The course instructors provided graded homework that was relative to the course objectives.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☐ Yes ☐ No ☒ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The team found the program chair, lead instructor, and faculty are passionate about assuring students are well-informed about the changes in the construction industry. Several guest speakers have presented information on Green Technology.

9. PROGRAM EVALUATION

Academic Associate's Degree in Computer Aided Drafting/Architectural Design

Bachelor's Degree in Interior Design

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jeff Fiore, program chair, administers the Computer Aided Drafting/Architectural Design and Interior Design programs.

As previously noted, he holds a bachelor's degree in Digital Media/Animation from East Tennessee State University and a master's degree in Interactive Design and Game Development from Savannah College of Art and Design. Mr. Fiore has been at the institution for about four and one-half years and in the position of academic chair for two years. As chair, he oversees a total of one full-time and five part-time instructors, and teaches approximately eight hours a week in addition to his duties as program administrator. He holds professional membership in the American Institute of Graphic Arts (AIGA), and has worked for drafting firms as an architectural draftsman for survey drafting and website design, a freelance designer, and as the owner and director of his own design firm, J. Fiore Studio.

Mr. Fiore's academic and experiential background makes him well suited to be the program chair. However, he does not have sufficient expertise in Interior Design, so he is supported by Ms.Kirstin Bonner, lead instructor of the Interior Design program. Ms. Bonner holds a bachelor's degree in Interior Design from Mount Vernon College, and has worked at the Annandale campus for the last six years and has been lead instructor for the last three years. Her work experience includes 12 years as principal of her own design firm, and 9 years as design manager of office furniture firms. Ms. Bonner's academic and experiential background makes her well-suited for the lead instructor position.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
There is documented evidence of guest speakers, field trips, portfolio presentations, and professional advisory committee meetings. One unique event was the creation of Annandale's Historic Town Center. The scope of the project was to reclaim a circular area in the heart of Annandale. Using urban design techniques, the space will include revised automobile patterns, landscaping, façade definitions, and local signage. The project involved all the programs in the School of Design. Ultimately, the project was presented to Annandale Chamber of Commerce.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-513(b) and Glossary): Course prerequisites are not being appropriately followed for the following students' program sequence:

- Mr. (b)(6) took INT306 Space Planning without successfully completing CD121 Basic Cad its prerequisite.
- Ms. (b)(6) took INT306 Space Planning without successfully completing CD121 Basic Cad its prerequisite.
- Mr. (b)(6) took CADD Computer Aided Design II and CADD121 Computer Aided Design I without successfully completing their prerequisite CADD111 Basic Drafting.

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Computer Aided Drafting/Architectural Design: 3

Bachelor's degree program in Interior Design: 4

How many calls to employers or graduates were successful?
Academic associate's degree program in Computer Aided Drafting/Architectural Design: 2
Bachelor's degree program in Interior Design: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Out-of-class work was evaluated through graded quizes, tests, in class presentations, turned in papers and turned in projects.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

☒ Yes ☐ No

GENERAL COMMENTS:

The team found the students and instructors demonstrate a passion and dedication to learning.

COMMENDATIONS:

The team found one unique program activity was to recreate Annandale's Historic Town Center. The scope of the project was to reclaim a circular area in the heart of Annandale, and then using urban design techniques, the space included revised automobile patterns, landscaping, façade definitions, and local signage. The project involved all the students in the school of design programs and, ultimately, it was presented to Annandale Chamber of Commerce.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1.	**Sections 3-1-111 and 3-1-441(c)**	Follow-up studies on graduates are not being conducted by the institution at specific measuring points following placement of the graduates (pages 4 and 13).
2.	**Section 3-1-202(b)**	Documentation of evaluations is not maintained for all faculty members (page 6).
3.	**Section 3-1-303(a)**	The team cannot verify that three students in the bachelor's program in Construction Management are appropriately classified on the CAR (page 47).
4.	**Section 3-1-420 and Appendix D**	The team finds that the implementation of the satisfactory academic progress (SAP) policy does not comply with the requirements of the *Accreditation Criteria* (pages 10-11).
5.	**Section 3-1-513(b)**	Courses are not available when needed by the student in the normal pursuit of the program and prerequisites are not being followed (page 51).
6.	**Section 3-1-516(a)(i)**	There is not appropriate documentation to evidence that students in one course are meeting for an appropriate number of contact hours (page 16).
7.	**Section 3-1-543 and Glossary**	Documentation of professional growth is not available for all faculty members (pages 17-18).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration. *(These recommendations are not included in the report seen by the Council)*:

1. That staff files be maintained to contain all pertinent information and verifying documents of staff credentials and professional experience.

2. The team found during interviews with two separate groups of Medical Assisting students enrolled in the diploma and degree progams, that students are mandated to complete some medical testing before being placed at the externship sites. Students expressed dissatisfaction with the requirements stating they were not informed about the mandatory testing at enrollment or before the externship placement, and they were put in very difficult circumstances related to their inability to pay for these tests. During the time of the visit, the team investigated the concern and found the campus does provide students with a statement at the time of the admisssion that verbates the requirements. Although the statement is clear, given the confusion expressed by the students the team recommends the campus specifically explain this specific requirement in the enrollment agreement, at the time of admission, so students are made aware and understand what is required before they get to the externship placement phase of the program.

3. That some equipment be updated to more current industry standards especially in the areas of grapic design and animation. Students stated, as per interview, that work could be expedited with newer, updated versions of both hardware and software equipment.

4. The majority of the Interior Design classes are taught in two rooms in the West Wing 6th floor. Neither of those rooms has computers installed in them; when computers are needed they bring in a cart of laptops. It is recommended that additional computers be provided in the rooms for the students to use before, during, and after class.

5. Expanding the part-time instructor pool for the Interior Design program to allow for a more diverse experience perspective and teaching approach.

6. More faculty observations on an ongoing basis.

NEW GRANT VISIT REPORT

WESTWOOD COLLEGE-ARLINGTON BALLSTON
4420 North Fairfax Drive, Suite 400
Arlington, Virginia 22203
ACICS ID Code: 00027060

Mr. Lauck Walton, Campus President ((b)(6) @westwood.edu)
Campus E-mail Address: (b)(6) @westwood.edu

MAIN CAMPUS
Westwood College-South Bay
Torrance, California
ACICS ID Code: 00027056

September 11-12, 2013

Thomas Duff	Chair	Retired, University of Minnesota Duluth	Duluth, MN
Betty Herard	Student-Relations Specialist	Global Learning Strategies	Birmingham, AL
Richard Murphree	Educational Activities and Library Specialist	Effectual Business Services	Eagle, ID
Terry Campbell	Criminal Justice Specialist	Kaplan University	Okeechobee, FL
Thomas Evans	Business Administration Specialist	St. Petersburg College	Largo, FL
Steve Johnson	Information Technology Specialist	Kaplan & Victory Universities	Memphis, TN
Barry Phillips	Graphic Design and Visual Communications Specialist	Art Director/Designer	Burleson, TX
Charles Saunders	Construction Management Specialist	CADDPLUSS	Owen Cross Roads, AL
Sabrina Cruz	Medical Specialist	Sanford-Brown Institute	New York, NY
Karly Zeigler	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
WESTWOOD COLLEGE – ARLINGTON BALLSTON
ARLINGTON, VIRGINIA

CREDEN-TIAL EARNED	ACICS CREDEN-TIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement 2012 Ret.	2012 Pla.	2011 Ret.	2011 Pla.
Diploma	Diploma	Medical Assisting	955	69.5	28 / 5	85.5%	NG	NA	NA
Associate of Applied Science (AAS) Degree Programs—ACICS Credential = Academic Associate:									
AAS	Acad Assoc	Business Administration	910	90	37 / 10	NA	NA	NA	NA
AAS	Acad Assoc	Construction Management	965	90	12 / 3	NA	NA	NA	NA
AAS	Acad Assoc	Criminal Justice	905	90	47 / 20	NA	NA	NA	NA
AAS	Acad Assoc	Graphic Design	1205	90	10 / 8	**55.6%**	100%	**53.8%**	66.7%
AAS	Acad Assoc	Information and Network Technologies	1205	90	22 / 15	70%	NG	**53.8%**	NG
AAS	Acad Assoc	Medical Assisting	1180	92	4 / 3	NA	NA	NA	NA
Bachelor of Science (BS) Degree Programs:									
BS	Bachelor	Business Administration: Accounting	1820	180	2 / 1	90.9%	NG	64.7%	NG
BS	Bachelor	Business Admin: Healthcare Management	1820	180	5 / 4	65.5%	100%	**59.4%**	NG
BS	Bachelor	Business Administration: Management	1820	180	20 / 10	**61.1%**	100%	**54.9%**	NG
BS	Bachelor	Business Admin: Marketing Management	1820	180	0 / 3	87.5%	**0%***	**50%**	NG
BS	Bachelor	Construction Management	1945	180	9 / 4	70.7%	85.7%	64.5%	100%
BS	Bachelor	Criminal Justice: Administration	1820	180	32 / 13	62.1%	72.7%	**55%**	77.4%
BS	Bachelor	Criminal Justice: Investigations	1820	180	18 / 6	80.6%	NG	NA	NA
BS	Bachelor	Graphic Design: Animation	2330	180	4 / 6	73.3%	**0%***	63.6%	60%
BS	Bachelor	Graphic Design: Game Art	2325	180	2 / 2	76.7%	**0%***	75.6%	**33.3%**
BS	Bachelor	Graphic Design: Visual Communications	2305	180	8 / 6	79.5%	**42.9***	**55.1%**	100%
BS	Bachelor	Information and Network Technologies: Computer Forensics	2305	180	4 / 0	68.9%	**0%***	**58.5%**	NG
BS	Bachelor	Information and Network Technologies: Network Management	2350	180	8 / 6	70.9%	71.4%	**48.6%**	NG
BS	Bachelor	Information and Network Technologies: Systems Security	2350	180	0 / 1	**0%**	NG	100%	NG
The following programs have been approved by ACICS, and the first classes will be offered in October 2013:									
AOS**	Occupational Associate's	Electronics Technology	1260	90.5	0 / 0	NA	NA	NA	NA
AAS	Acad Assoc	Health Information Technology	1270	103.5	0 / 0	NA	NA	NA	NA
AOS**	Occupational Associate's	Information Technology	1265	91.5	0 / 0	NA	NA	NA	NA

TOTAL ENROLLMENT = 400

Notes:
NA = No enrollment in program during the CAR period
NG = No graduates from the program during the CAR period
Bold = Retention rate below 62% or placement rate below 58%.
*Programs with fewer than 10 graduates; no program improvement plan required.
**Associate of Occupational Science degree

INTRODUCTION

Westwood College Arlington Ballston is one of 14 campuses owned and operated by Alta College, Inc., located in Denver, Colorado. In addition to the 14 campuses located in California, Colorado, Georgia, Illinois, and Virginia, there is a Westwood College Online unit located in Denver which has consortium agreements to offer online courses for all 14 Westwood College campuses, including the Arlington Ballston campus.

The Arlington Ballston campus initially started offering programs in October 2005 at a facility located in Roslyn, Virginia, in the Washington, DC, metro area. Operations were later moved to a location on Wilson Boulevard in Arlington County (commonly referred to as "Arlington"), Virginia. The move of just a few blocks from Wilson Boulevard to the current location at 4420 North Fairfax Drive in Arlington started in July 2011, and all educational program and administrative functions were finally moved and operating in approximately 40,000 square feet of space in the five-story building at the current location in July 2012.

Arlington County (Arlington) is located in northern Virginia on the south bank of the Potomac River directly across from the District of Columbia. Due to the county's location, it is the headquarters for many departments and agencies of the United States federal government, including the Department of Defense, the U.S. Drug Enforcement Agency, and the Defense Advanced Research Projects Agency (DARPA). With a land area of only 26 square miles, Arlington is the geographically smallest county in the nation and the only county with no other incorporated towns within its border. The many federal agencies, government contractors, and service industries in Arlington, contribute to the area's stable economy and make it one of the highest income counties in the United States.

As reported on the previous page, there are a total of 400 students enrolled in 1 diploma, 7 academic associate's degree, and 13 bachelor's degree programs at the Arlington Ballston campus. Approximately, 30 students are enrolled in the diploma program, 200 in the associate's degree programs, and 170 in the bachelor's degree programs. Approximately 300 of the students are enrolled on a full-time basis, 100 on a part-time basis; roughly 75% of the students are classified as day students and 25% as evening students. In addition to the students completing courses onsite at the campus, the campus president provided data indicating there are a total of 77 different Arlington Ballston students enrolled in a total of 36 different online courses being offered and taught by faculty from the Westwood College Online unit in Denver.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 57% male, 43% female; with an average age of 33.8 years. Of those reporting their ethnicity, 79% of the student population is African American, 6% multi-racial, 4% Caucasian, 3% Hispanic, and 1% Asian---with approximately 7% unreported.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantage Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were changed from granting 3.5 quarter credits to 4.5 quarter credits. A second major change was the development of more associate's degree programs. For example, the Arlington Ballston campus started its associate's degree programs in Business Administration, Construction Management, and Criminal Justice in August 2012 and in Medical Assisting in May 2013. Further, as reported at the bottom of the table on the previous page, the campus has been approved to offer and plans to start its first classes in October 2013 for new associate's degree programs in Electronics Technology, Health Information Technology, and Information Technology.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The Westwood College mission statement appears on page 8 of the current catalog—2013 Catalog-6613, Volume 4-No. 2, revised May 2013.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☐ Yes ☐ No ☒ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒ Yes ☐ No
(b) Student placement.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☐ Yes ☒ No ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(e) Student learning outcomes.
☒ Yes ☐ No

(Section 3-1-111): The team found that follow-up studies on graduate satisfaction are not being completed following graduation.

The campus has verified that it conducts "graduate" surveys only once, and these surveys are conducted during a student's last term, prior to graduation. While onsite, the campus created a new policy that stated they will be sending out post-graduation surveys at 150 days following graduation. Additionally, their corporate headquarters were stated to have implemented the new surveys.

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The CEP identifies certification exams, capstone grades, and cumulative GPA as student learning outcomes and states "these assessments are linked together to form a comprehensive evaluation of student learning."

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

The CEP reports that the goals for retention and placement for the 2013 CAR period are 70% and 75%, respectively.

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
Following are some of the activities to be undertaken to achieve the retention rate goal: holding "Student Success" meetings twice weekly to discuss at-risk students and create action plans to provide support to these students; shifting the responsibility for returning students from Student Support to Admissions; and revamping the Transportation Assistance program to provide better holistic support to students and to seek to link these students with Career Services earlier.

Following are some of the activities to be undertaken to achieve the placement rate goal: rather than starting the career services process when graduation is nearing, administration has reset the goal for students to be employed in their field prior to graduation; increase the number and frequency of job fairs on campus; advance the date of the "Grad Fest"--a program for potential graduates--to the START of the graduation term rather than conducting this program the week before the end of the term as has been done previously.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Mr. M. Lauck Walton, campus president, is responsible for implementing and monitoring the CEP. He holds a bachelor's degree in Psychology and a master's degree in Business Administration from Rensselaer Polytechnic Institute in Troy, New York. Mr. Walton was initially employed by Westwood College as the campus president of the Annandale, Virginia, campus in April 2005 and became president of the Arlington campus in October 2012. He served as an ACICS staff member from 1990-1998 and has worked in other for-profit career schools prior to starting with Westwood.

Mr. Walton leads a CEP Steering Committee which develops, reviews, analyzes, maintains, and monitors the CEP. The committee consists of the campus president, academic dean, director of admissions, director of career services, director of student finance, director of student support, and the campus program chairs.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

GENERAL COMMENTS:
Overall, the team found the CEP to be complete, well organized, and well written. The campus administrative leaders are committed to using the CEP as a major campus planning tool. It is clear from the review of CEP documents and discussion with campus administrators that the CEP for the Westwood College Arlington Ballston campus is being developed, maintained, and used to continuously improve educational and administrative activities and achieve campus goals and objectives, just as the Council desires.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
The campus president, Mr. M. Lauck Walton, is responsible for the financial oversight of the campus. As noted in the previous section, he holds a bachelor's degree in Psychology and a master's degree in Business Administration from Rensselaer Polytechnic Institute in Troy, New York. Mr. Walton was initially employed by Westwood College as the campus president of the Annandale, Virginia, campus in April 2005 and became president of the Arlington campus in October 2012. He served as an ACICS staff member from 1990-1998 and has worked in other for-profit career schools prior to starting with Westwood.

GENERAL COMMENTS:
The team found the current organizational structure and campus management team to be promoting a spirit of understanding, cooperation, and responsibility among faculty, staff, and administration. Performance standards and monitoring controls that support satisfactory administrative functions are in place at the campus.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. M. Lauck Walton, campus president, has been the on-site administrator at the Westwood College Arlington campus since October 2012. As stated previously, he holds a bachelor's degree in Psychology and a master's degree in Business Administration from Rensselaer Polytechnic Institute in Troy, New York. Mr. Walton was initially employed by Westwood College as the campus president of the Annandale, Virginia, campus in April 2005. Prior to starting work with Westwood, he served as an ACICS staff member from 1990-1998 and has worked in other for-profit career schools prior to starting with Westwood.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No

(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.

☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

GENERAL COMMENTS:
Based on review and observation of operations while on the campus, the visit team feels the current campus leadership team and staff are well prepared and trained to carry out the administrative functions they are assigned. Further, administrative functions are generally coordinated and carried out to serve the educational mission and objectives of the programs being offered and the campus overall.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed a total of 41 files selected from the following groups of students: pending graduates, Financial Aid probations, Financial Aid warnings, satisfactory academic progress (SAP) warnings, SAP dismissals, active students, graduates, re-entries, and transfers.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Isaiah Brooms, director of admissions, is responsible for the oversight of student recruitment at the campus. He holds a bachelor's degree in Education from Bradley University in Peoria, IL. Mr. Brooms started as an admissions representative in 2006 and became assistant director of admissions in 2007 prior to becoming the director of admissions in 2009. Prior to starting at Westwood College, Mr. Brooms worked as a teacher in the Chicago public school system for one year and as assistant director of admissions for Culver Academies for three years.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
Mr. Brooms described the campus step-by-step recruitment process for the team. The process includes phone scripts that representatives are required to utilize, and the "College You" web-based guided presentation. The web-based presentation is one hour in length, and it includes disclosures on job placement stats, local career stats and financial aid data. The team viewed the presentation and initiated several interactive scenarios to verify general and programmatic accuracy. Based on its review, the team believes the campus recruiting process for new students is ethical and compatible with the education objectives for the campus.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☒ Yes ☐ No

If *Yes,* is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?
☒ Yes ☐ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress policy is published on pages 70-73 of the catalog reviewed during the visit.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No
(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No
(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals.
☒ Yes ☐ No
Incomplete grades.
☒ Yes ☐ No
Repeated courses.
☒ Yes ☐ No
Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)
A probationary period.
☒ Yes ☐ No
An appeal process.
☒ Yes ☐ No
An extended-enrollment status.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)
The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes,* is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☒ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☒ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☒ Yes ☐ No ☐ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Emily Lawson, campus registrar, is responsible for the administration of satisfactory academic progress (SAP) at the Arlington Ballston campus. She holds a bachelor's degree in Psychology from the University of Virginia and a master's degree in School Psychology from Bowie State University. At the time of the visit, Ms. Lawson was in her second week on the job. Prior to starting in her current position, she worked for five years as a director of records at Global Health College. She also served as school psychology intern and day care specialist at county public schools, and parks and recreation agencies.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☒ Grants.
(c)☒ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes*, have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Marsha Molina, director of student finance, is responsible for administering student financial aid at the campus. She holds a bachelor's degree in Business Administration from Strayer University and is currently enrolled in a master's of Business Administration degree program at the University of Phoenix. Ms. Molina has been director of student financial aid since March 2013. Prior to starting at the Westwood Arlington Ballston campus, she worked as senior reconciliation specialist, manger of title IV funds, manager of corporate financial aid, business office manager, and retention coordinator at various career schools including Strayer University and ITT Institute.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
The director of student finance and her staff stay current with regulation and policy changes by maintaing current membership in the Virginia Association of Student Financial Aid Administators (VASFAA), and attending VASFAA conferences and industry events; through "Dear Colleague Letters" from the Department of Education; and "Center Update Calls" and financial aid staff training provided by Westwood College central administration. The team also verified Ms. Molina's membership and active participation with the National Association of Student Financial Aid Administrators (NASFAA).

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☒ Yes ☐ No *(Skip to question 4.58.)*

If *Yes*, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?
☒ Yes ☐ No

If *Yes*, is the size of the discount based on the financial benefit that the campus receives from the payment of cash earlier than would be required under the normal tuition payment schedule?
☒ Yes ☐ No ☐ Not Applicable

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Student support identified the three greatest challenges that students deal with on this campus are as follows: transportation, childcare, and employment. The solutions provided for students facing these challenges include a metrocard program that provides students with metrocards during the school year. The cost of these metrocards is included as a fee in the students' financial ledgers, thereby allowing the expense to be funded through students' financial aid accounts. The team viewed an array of housing resource books containing updated available apartments, shared apartments, and shared rooms listings. Students can view one or all of the three apartment listing books for the District of Columbia, Maryland and Virginia areas. Additionally, the campus has a contract with the University City Apartments (UCA). UCA is an apartment complex that focuses on rentals to college students, essentially serving as a dorm provider for schools that do not have dorm facilities. Packets containing resources for family and homelessness issues are provided to students on an as needed basis. The support center also provides a daycare information resource book for students facing daycare issues. Employment issues are referred to career services.

The services described above are offered to address the three greatest challenges identified for students at the campus. In addition, the campus librarian manages a structured tutoring program for students needing academic assistance, and a food bank program for students is coordinated by the Student Support area.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

☐ Yes ☒ No ☐ Not Applicable

If *No,* insert the section number in parentheses and explain:

(Section 3-1-441(c)): The Arlington Ballston campus does not conduct follow-up studies on graduate and employer satisfaction at specific measuring points following the placement of campus graduates. The campus does collect data to determine students' satisfaction with campus operations just prior to their graduation. The campus also collected feedback from 5 of 50 members of program advisory committees employers to determine employer satisfaction. However, the employer feedback is not being collected at specific measuring points following placement of graduates. Further, given the relatively low response rate and the small number of respondents, most research design experts and statisticians would advise against drawing conclusions and making decisions based on the feedback collected from the five advisory committee members.

Campus president, M. Lauck Walton, informed the team that Westwood College corporate is aware of this area of non-compliance being present at all of the campuses and is in the process of developing plans and a system for collecting the required graduate and employer satisfaction information. The collection of data and processing of responses to determine the results will be completed at the corporate level. Analysis of the findings wll be done at the campus level.

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Mr. George Jefferson, director of career services, is responsible for the oversight of counseling students on employment opportunities at the campus. He holds both a bachelor's and a master's degree in Business Administration from Howard University in Washington, DC. Mr. Jefferson has been director of career services since June 2012. Prior to starting at Arlington Ballston campus, he worked for 20 years as a director of job placement and admissions at Omega School of Audio Engineering and as associate director of student life at Mongtomery College.

4.61 Does the campus offer employment assistance to all students?

☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

☒ Yes ☐ No

If *Yes,* explain:

Salary projections and placement percentages are discussed with students during their recruitment process.

If *Yes,* does the campus maintain the required data on its graduates and nongraduates?

☒ Yes ☐ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 414
The ending enrollment reported on the previous year's CAR is 414

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
Students are required to access the web site "studentloans.gov" to complete surveys at least three times during their enrollment. First, they complete a survey at their advance meeting held during their entrance counseling. Second, they complete a survey at the "Ready Meeting" following the completion of their finance package. And they do a final survey during their exit interview where they are also provided with an exit packet containing information on loan repayment.

4.67 Describe the extracurricular activities of the campus (if applicable).
Campus extra-curricular activities include: Karaoke, BBQ's and poetry nights; and free AIDs testing provided by a third party. Students can also receive a $25 grocery card for participation; a feast of sharing activity is conducted for Thanksgiving; and speedy bingo is played every day at lunch time in the student commons, winners receive a $5 McDonalds' card; and perfect attendance award ceremonies are conducted twice a year. Winners are presented tickets to a high-profile concert. This award event has been conducted twice earning recipients tickets to the JayZ and Kanye West concerts.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Ms. Dorothy Green, dean of academics, is assigned to oversee the educational activities of all programs at the Arlington Ballston campus. She holds a bachelor's degree in Art and Education from Eastern Washington University and a master's degree in Education from City University. Before assuming her current position, Ms. Green was the program chair for the school of design at the since January 2010. She holds a K-12 teaching certificate in the states of Washington and Florida. Ms. Green has been teaching Visual Communications and Video Game Design at the high school and postsecondary level since 1989.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Program administrators have a job description that clearly identifies their authority and responsibility for development and administration of the programs. The job descriptions identify the chairs' authority in the areas of recommending for hiring, evaluation, and if necessary termination of faculty; curriculum revision; textbook selection; class scheduling; and internship placement, where appropriate. The program administrators' duties are identified as approximately 60% teaching and 40% administration.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.11*)

5.11 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable

5.13 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.15 What provisions are made for individual differences among students?
Instructors use a variety of instructional delivery methods to better meet the individual differences among the students in their classes. Students who are having academic performance issues are reported to the appropriate program chair and the director of student support. These two individuals use a variety of interventions, including tutoring by a faculty member to working with individual students needing help. Additionally, students are able to request transfer credit for previous academic work and credit for CLEP exams passed with satisfactory grades and scores and to request the opportunity to be granted credit based on achieving a satisfactory score on proficiency exams available for various courses.

5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Recommendations from students, staff, faculty, advisory committee members, or employers can start the process for a curriculum change. The curriculum is continually reviewed by the academic dean, program chairs, and faculty at the Arlington Ballston campus. Campus recommendations are forwarded to the corporate director of curriculum and curriculum review committees for each of the program areas. Curriculum revisions are made following final approval by corporate administration. Faculty members confirmed their participation in the curriculum review process and indicated they felt their input was considered and valued.

5.17 Does the faculty participate in this process?
☒ Yes ☐ No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?
☐ Yes ☒ No

If *No,* insert the section number in parentheses, identify the courses, and explain:
(Section 3-1-516(a)(i)): There is not appropriate documentation to evidence the 10-hour lecture portion of the MED1299 Externship 6.5-credit course is accurately scheduled. The academic credit analysis indicates the course consists of 165 hours of externship training at externship sites in the community, which accounts for 5.5 of the total credits granted, and a 10-hour lecture component that accounts for

1 credit of lecture. The course syllabus states that there is a 10-hour lecture component to the course. The class schedule provided to the team during the visit shows MEDI299 Externship as a class scheduled to meet Tuesdays and Thursdays from 2:30-5:00 pm with Mr. Kulsoom Shaikh identified as the instructor and five students enrolled. It is not clear from the class schedule, the course syllabus, and interviews with the program chair exactly what students who are registered for the class do during this scheduled time of 300 minutes per week, a total of 2700 minutes for the nine weeks of the term. Students currently completing the externship program told the team that they do not meet anytime on campus for the externship class. The program chair stated that he only meets with the students when the students are having issues with their externship; however, there is no appropriate documentation of any of these meetings. Thus, the team was not provided evidence during the visit that students are meeting to satisfy the 10-hour, 1-credit lecture portion of the MEDI299 course.

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No

5.20 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☐ Yes ☒ No

If *Yes*, how is this documented?
(Section 3-1-543): There is not satisfactory evidence in faculty files documenting completion of in-service trainings completed on campus for the following faculty members: Ms. Tamera Battle; Ms. Thalia Bishop; Ms. Erin Bode; Ms. Jeanine Chase Harris; Ms. Se Kim; Mr. Michael O'Connell; Mr. Larnique Oheeoha; Mr. Hector Sandoval; Mr. Michael Seltzer; Mr. Kulsoom Shakeh; Ms.Leah Wallace.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

If *No* for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:
(Section 3-1-543): There is not satisfactory documentation of professional growth activities for the following faculty members: Ms. Tamera Battle; Mr. Bernardo Darquea; Mr. Michael O'Connell; Ms. Sandyha Reddy; Mr. Hector Sandoval; Mr. Michael Seltzer; and Mr. Kulsoom Shakeh.

Initially there was a lack of documentation of professional growth activities for faculty members in addition to those listed above. However, during the visit, campus administration was able to provide appropriate documentation of professional growth activities for all faculty members except those listed above.

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?
☒ Yes ☐ No

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion?
☒ Yes ☐ No

Similar to other Westwood College campuses, this campus has a consortium agreement with the Westwood Online Division in Denver. The consortium agreement has been submitted to and approved by the Council.

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation*

Criteria?
☒ Yes ☐ No

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

5.38 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.39 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.40 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

GENERAL COMMENTS:
Overall, educational operations at the Westwood College Arlington Ballston campus are conducted in a comfortable environment that promotes and supports a positive atmosphere for learning and teaching. Faculty members are well qualified for their teaching assignments and are committed to their students. Students who were interviewed stated they are generally very positive about their instructors and informed the team they feel all of the instructors sincerely care about their personal and academic success. Students were also positive about their programs and members of the campus administration and staff with whom they have communicated.

COMMENDATIONS:
Program and campus administrators are commended for hiring and employing faculty and staff members who have very strong academic and experiential backgrounds related to their current positions.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
Westwood College Arlington Ballston conducts operations in approximately 39,600 square feet of leased space on four floors in a five-story building. As noted previously, the college operations were moved into the current facility in July 2011. The space in the facility was remodeled and built-out based on specifications established by the college to meet its educational and administrative needs. Educational activities are conducted in a total of 22 classrooms and computer labs as well as a recently remodeled learning commons (library) area. Computer labs are located throughout the building; there is a green screen shooting room with appropppriate lighting for videotaping and photography to support the Design programs; and a newly designed and well-equipped lab and classroom are used for the Medical Assisting programs. The learning commons area as well as a student lounge are located on the third floor. Administrative space consists of offices and open modular areas located on all floors for campus management and staff. Given the location of the campus, there is only very limited on-street parking available in the vicinity of the campus. Therefore, almost all students use the Washington Metro as their means of transportation to campus.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?

☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

GENERAL COMMENTS:
The current campus facility provides ample instructional and administrative space appropriately organized and equipped to support the current number of students and programs being offered. All classrooms have modern furniture and audio-visual equipment such as ceiling-mounted projectors and computer workstations for instructors to support technology needs. Overall, the well-maintained physical facilities present a professional appearance and provide an environment that positively supports the learning, teaching, and administrative activities being conducted.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog reviewed onsite was the Westood College 2013 Academic Catalog, volume 4, No. 2, Revised May 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar.
☒ Yes ☐ No

(i) A full disclosure of the admission requirements.
☒ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No
(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)
(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No
(p) The transfer of credit policy.
☒ Yes ☐ No
(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No
(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)
(s) The refund policy.
☒ Yes ☐ No
(t) A statement describing the student services offered.
☒ Yes ☐ No
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes,* does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?
☒ Yes ☐ No *(Skip to Question 7.07.)*

If *Yes,* does the catalog contain the following?
(a) A description of each mode of delivery used for distance education courses.
☒ Yes ☐ No
(b) Any additional or different admissions requirements for students taking distance education courses.
☒ Yes ☐ No ☐ Not Applicable (there are no additional or different admissions requirements)
(c) A description of any tests used to determine access to distance education.
☒ Yes ☐ No ☐ Not Applicable (no additional tests are given)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.
☒ Yes ☐ No
(e) Costs and fees associated specifically with distance education.
☐ Yes ☐ No ☒ Not Applicable (there are no additional costs and fees)

7.07 Does the catalog contain an addendum/supplement?
☒ Yes ☐ No *(Skip to Question 7.08.)*

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☒ Yes ☐ No
(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

7.08 Is the catalog available online?
☒ Yes ☐ No *(Skip to Question 7.09.)*

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☒ Yes ☐ No *(Skip to Question 7.10.)*

If *Yes*, answer the following:
(a) Are all campuses using the same catalog of common ownership?
☒ Yes ☐ No
(b) Are all photographs utilized properly labeled to identify the location depicted?
☒ Yes ☐ No
(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☒ Yes ☐ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises using radio/television spots, print ads, brochures, and via the internet. Further, Westwood College utilizes social media sites such as Facebook, Twitter, YouTube, and LinkedIn.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No *(Skip to Question 7.14.)*

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?

☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus routinely provides graduation, retention and placement rates on their Westwood College website.

Where is this information published and how frequently is this information being updated?
This information is available via a consumer information link on the Westwood College campus webstite and is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Every effort is made to meet the requests of students and faculty for library resources. In light of recent curriculum changes and program additions, materials that have become irrelevant or dated are being replaced by titles acquired to support the new programs. An effort has also been made to provide access to the library page in MyPath for all campus students. The MyPath library page is more robust, and the links are more stable than in WConnect which was previously used by the campus.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $17,500

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
Of the $17,500 budget amount, $4,232 has been spent on periodicals and $580 on electronic resources: plus, a total of $6,380 is allocated for electronic resources for the current year.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Students and faculty who were interviewed, as well as the librarian confirmed there are assignments requiring the use of resources available in the learning commons area for most courses. This was also confirmed during a review of syllabi and intervews with students and instructors.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
Westwood College maintains a system-wide website that allows students, faculty, and other users to access the Surpass library catalog and the College's online database collection. The online database collection includes index and full-text access to thousands of periodicals, newspapers, newsletters, transcripts, legal materials, and statistical tables. The available databases include EBSCO's Academic Search Premier, Computer Source, Greenfile, LexisNexis Academic, Points of View Reference Center, Proquest Central, ProQuest Statistical, Britannica Online, e-Books on EBSCOhost, and STAT!Ref . In addition, users have access to Serials Solutions 360 Suite, which includes a power search of all library databases with links to full-text.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Mr. Mark Herro is the on-site librarian. He holds a bachelor's degree in Business Administration and a master's degree in Library and Information Science from the University of South Carolina. He has a provisional professional librarian certificate for the State of South Carolina, and has been in his current position since January 2010. Previously, he worked at the University of South Carolina library system for approximately 10 years.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

The team reviewed a well-organized library handbook that includes a description of the training program for the library assistant, student workers, tutors, and the Friday administrator of the learning commons area.

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☒ Yes ☐ No ☐ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

According to information posted in the area, the learning commons is open 8:00 AM - 8:00 PM, Monday-Thursday, and 8:00 AM-5:00 PM on Friday.

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☒ Yes ☐ No

GENERAL COMMENTS:
The Arlington campus is fortunate to have Mr. Herro managing the learning commons area. He has a strong academic and experiential background for his current position. His passion for assisting students to be successful in using library resources is apparent when talking to him. Faculty and students confirm that Mr. Herro is committed to developing campus library resources and has done a good job of conducting activities that encourage and facilitate use of the on-site and online resources.

9. PROGRAM EVALUATION

Academic Associate's Degree in Business Administration
Bachelor's Degree in Business Administration: Accounting
Bachelor's Degree in Business Administration: Healthcare Management
Bachelor's Degree in Business Administration: Management
Bachelor's Degree in Business Administration: Marketing Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Kevin Barker, program chair of the school of business, has been assigned to administer the five business programs and the two Construction Management programs since August 2011. He holds a bachelor's degree in Sociology from William Jewell College and a master's degree in School Administration from Grace College. He is certified as a Lead Certified Renovator from the LEADTEC Services, Inc., and has over 18 years of professional business and construction management experience with the Levine Group and Cook Brother's Inc. as a production manager and as co-owner of CBS Homes, Inc. where he served as president. In addition, he has over 11 years of experience in education as an instructor and administrator.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

The retention rate for the bachelor's degree program in Business Administration: Management is 61.1% as reported on the 2012 CAR.

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☒ Yes ☐ No ☐ Not Applicable (Additional location only)

The CEP includes an appropriate program improvement plan for the bachelor's degree in Business Administration: Management.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The team reviewed documentation for program advisory committee (PAC) meetings and field trips which verify the community resources being utilized to enrich the business program being offered. The most recent PAC meeting was held on May 22, 2013. The committee is comprised of various business professionals from various local organizations. Documentation of two field trips for Business Administration students was also reviewed. On August 31, a class visited a journalism museum that focused on ethics and electronic media, and on September 1 there was a field trip to a marketing and communications company that demonstrated various types of media and communications used in the marketing industry.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?

☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

There were no graduates from the associate's degree in Business Management program as reported on the 2012 CAR.

How many calls to employers or graduates were attempted?
Bachelor's degree programs in Business Administration: 2

How many calls to employers or graduates were successful?
Bachelor's degree programs in Business Administration: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor's degree programs in Business Administration: 1

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Samples of graded homework assignments were provided to the team for review, and program instructors demonstrated an automated grade book that tracks a student's progress through the courses' learning outcomes that include data recorded for homework assignments, projects, tests and other assessments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
During interviews, students generally expressed appreciation for their instructors and their willingness to help students understand concepts, learn skills, and achieve learning outcomes in classes.

COMMENDATIONS:
The team commends the campus on its very professional and accommodating staff, committed faculty, clean and inviting study areas, exceptional library and learning resources, and the overall academic environment and dedication to student success.

9. PROGRAM EVALUATION

Academic Associate's Degree in Construction Management
Bachelor's of Science Degree in Construction Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
As stated in the previous section, Mr. Kevin Barker, program chair for the school of business, is assigned to administer the two Construction Management programs. He has been the program chair since August 2011. He holds a bachelor's degree in Sociology from William Jewell College, a master's degree in School Administration from Grace College, and is certified as a Lead Certified Renovator from the LEADTEC Services, Inc. Mr. Barker has over 18 years of professional business and construction management experience as a production manager and co-owner of CBS Homes, Inc., where he served as president. He also has over 11 years of experience as an instructor and administrator.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

The bachelor's degree program in Construction Management exceeded the standards for retention and placement for the 2012 CAR period. There is no enrollment in the associate's degree program as reported on the 2012 CAR.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Construction Management programs are enriched by utilizing a program advisory committee (PAC), field trips, and guest speakers. These activities are used to gain insight from professionals doing business in the field and to ensure students are learning the necessary skills and knowledge to compete for jobs in the local market.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?

☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

As noted in item 9.06 above, there are no enrollments in the associate's degree in the Construction Management program as reported on the 2012 CAR.

How many calls to employers or graduates were attempted?
Bachelor's degree in Construction Management: 5

How many calls to employers or graduates were successful?
Bachelor's degree in Construction Management: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor's degree in Construction Management: 4

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed syllabi and, during visits to classes, reviewed current homework that students had completed and submitted, and the instructor had graded in accordance with the requirements defined on the syllabi.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The Construction Management programs offered at the Arlington Ballston campus are well conceived, directed, and taught.

COMMENDATIONS:

This is a well run campus with competent and caring faculty, administration and staff all dedicated to the single goal of student success. Students who were interviewed stated they are pleased with the education they are receiving and feel they are acquiring the necessary skills to be competitive in the global market place.

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice
Bachelor's Degree in Criminal Justice
Bachelor's Degree in Criminal Justice: Major in Administration
Bachelor's Degree in Criminal Justice: Major in Investigation

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Leroy Hendrix, program chair for the school of criminal justice, is assigned to administer the four programs. He holds a bachelor's degree in Occupational Education from Southern Illinois University, a master's degree in Management from John Hopkins University, and membership in the following professional organizations: National Polygraph Association; Law Enforcement Technicians; Association of Re-Entry Professionals; and National Organization of Blacks in Law Enforcement. Mr. Hendrix transferred to the Arlington Ballston campus from the Westwood campus in Los Angeles in June 2013 to become the Criminal Justice program chair. Prior to starting at Westwood College, he retired from the United States Secret Service as an agent. Mr. Hendrix leads and is supported in his program chair position by two full-time instructors and four adjunct instructors.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

The bachelor's degree programs in Criminal Justice exceeded the retention and placement standards for the 2012 CAR period. There is no enrollment in the associate's degree program as reported on the 2012 CAR.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Criminal Justice programs are enriched by several different types of community resources such as a program advisory committee, field trips, guest speakers, and participation in community events. The team reviewed program advisory committee meeting minutes for May 2013 and May 2012. The field trips consisted of visits to Upper Malboro Courthouse, the Crime and Punishment Museum, the Drug Enforcement Museum, and a tour of the Holocaust Museum. Guest speakers provided presentations on topics such as "Police Education in What Works: From United States to the United Kingdom," "Doorways for Women and Families-Domestic Violence," Alcohol, Tobacco, and Firearms Presentations on "Women in Criminal Justice," and "Drugs and Narcotics." Students enrolled in the Criminal Justice programs also participated in the following community events: Cardiopulmonary Resuscitation (CPR) training, a Blood Drive, and a Help Fight Hunger program. Some students also participated in Certified Emergency Response Team Training and then were available for emergencies. The team was provided appropriate documentation to verify all of the activities.

9.08 Is the utilization of community resources sufficient to enrich the program?

☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No

(g) Topical outline of the course

☒ Yes ☐ No

(h) Instructional methods

☒ Yes ☐ No

(i) Assessment criteria

☒ Yes ☐ No

(j) Method of evaluating students

☒ Yes ☐ No

(k) Date the syllabus was last reviewed

☒ Yes ☐ No

For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:

(l) Out-of-class work assignments that support the learning objectives for the course

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Associate's degree in Criminal Justice: No graduates; first graduates in March 2014
Bachelor's degree in Criminal Justice: Administration: No graduates; first graduates in March 2014
Bachelor's degree in Criminal Justice: Investigations: No graduates; first graduates March 2014
Bachelor's degree in Criminal Justice: 5

How many calls to employers or graduates were successful?
Bachelor's degree in Criminal Justice: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team interviewed students and faculty and reviewed course syllabi to verify out-of-class work is assigned to students. Faculty provided the team with homework assignments submitted by students that had been graded, and students who were interviewed provided access to their homework assignments and graded homework.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.

☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
Students interviewed by the team acknowledged and expressed their appreciation for the support provided by the faculty, program chair, staff from various support units they have worked with, and the campus administration.

COMMENDATIONS:
The team commends and compliments the campus for providing a mock courtroom to enhance the learning experience for students in the Criminal Justice programs.

9. PROGRAM EVALUATION

Academic Associate's Degree in Graphic Design
Bachelor's Degree in Animation
Bachelor's Degree in Game Art
Bachelor's Degree in Visual Communications

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Josh Haycraft, school of design program chair, administers all four programs. He holds a bachelor's degree in Industrial Design from the University of Wisconsin - Stout, and a master's degree in Multimedia Art from Maryland Institute College of Art. Mr. Haycraft came to the Arlington Ballston as an adjunct instructor in Graphic Design in January 2010 and assumed his current position in August 2013. In addition to his role as program chair, he also teaches approximately 12 hours per week. Prior to starting at the Arlington Ballston campus, Mr. Haycraft was employed as a designer for Brandow Creative design company and for Meteor Milk as a designer of motion graphics and graphic design. He currently freelances as a designer, painter and sculputor. As a design professional, Mr. Haycraft holds membership in the DC Advertising Club.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

The 2012 CAR reported a retention rate of 55.6% for the associate's degree program in Graphic Design.

(b) Student placement rate of 58%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

The 2012 CAR reported placement rates below the 58% standard for all three of the bachelor's degree programs in the school of graphic design. However, there were fewer than 10 graduates from each of the programs; therefore, no program improvement plans for placement in these programs are required.

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?

☒ Yes ☐ No ☐ Not Applicable (Additional location only)

An appropriate plan for improving the retention rate in the associate's degree program in Graphic Design is included in the current CEP.

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The Washington, DC area has a very wide range of community resource opportunities based on its unique blend of political, educational, corporate and creative venues that make up the area's demography. Students have access to field trips to design studios, museums and various individuals with international affiliations. Guest speakers come to the campus and give students insight on the professional world of design and visual communications. Students are encouraged to join the DC Ad Club which has a special student participation membership. The Arlington Chamber of Commerce is invited to visit the campus for mixers to view student work, including the graphic design projects displayed on the walls of the hall ways as well as a continuous looping video showing current students' production work.

9.08 Is the utilization of community resources sufficient to enrich the program?

☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

The 2012 CAR reported three graduates from the bachelor's degree program in Graphic Design: Animation and the bachelor's degree program in Graphic Design: Game Art. However, the CAR also reports that none of the graduates from either of these programs is placed for employment in the field. Thus, no calls were made to verify placement for these two programs.

How many calls to employers or graduates were attempted?
Associate's degree in Graphic Design: 1 (for the only graduate)
Bachelor's degree in Graphic Design: Visual Communications: 3

How many calls to employers or graduates were successful?
Associate's degree in Graphic Design: 1
Bachelor's degree in Graphic Design: Visual Communications: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.

The team was presented with evidence of graded projects, which were recorded online for viewing by the students, and the team reviewed recorded grades for several current classes.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:
The team found the Arlington Ballston facility to be very open, bright, and conducive to creating a positive learning environment for Graphic Design students. Visuals and color appointments in the interior design contribute to a creative ambiance for students and faculty, and the structural design of various areas in the facility as well as the décor provide excellent examples of how design can influence the work environment.

9. PROGRAM EVALUATION

Academic Associate's Degree in Information and Network Technology
Bachelor's Degree in Information and Network Technologies: Major in Computer Forensics
Bachelor's Degree in Information and Network Technologies: Major in Network Management
Bachelor's Degree in Information and Network Technologies: Major in Systems Securities

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Nima Zahadat, program chair for the school of technology, is assigned to administer the programs. He holds a bachelor's degree in Mathematics from George Mason University and a master's degree in Information Systems from George Washington University. He is currently pursuing a doctorate in Systems Engineering from George Washington University, and has certifications in Micrsoft (MCT, MCSA, MCDBA, and MCSE), EC-Council (Certified Ethical Hacker), CompTIA (A+ and Security+), and Cisco (CCNA). Prior to starting his current position at the Arlington Ballston campus in January 2013, Mr. Zahadat was an associate professor with Northern Virginia Community College.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

The 2012 CAR reported a retention rate of 0% for the bachelor's degree in Information Technologies (IT): Systems Security program. The other three programs all exceeded the retention rate standard of 62% as reported on the 2012 CAR.

(b) Student placement rate of 58%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

The 2012 CAR reported a placement rate of 0% for the bachelor's degree in Information Technologies: Computer Forensics program. The bachelor's degree program in Network Management placement rate of 71.4% exceeded the 2012 standard, and the other two IT programs had no graduates reported on the 2012 CAR.

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☐ Yes ☒ No ☐ Not Applicable (Additional location only)

The CEP does not include a program improvement plan (PIP) for increasing the retention rate in the bachelor's degree program in Systems Security because the enrollment is less than 10 during the 2012 CAR reporting period, and the CEP does not include a PIP for increasing the placement rate in the bachelor's degree program in Computer Forensics because there was only one graduate from the program in the 2012 CAR reporting period.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The School of Technologies programs utilize Program Advisory Committees (PACs), field trips, and guest speakers to enrich instruction and activities for the students. These activities provide opportunities for students to gain insight from professionals doing business in these fields and help the students be aware of skills and knowledge required to compete for jobs in these fields in local community.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?

☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

As reported in item 9.06 above, there were no graduates from the associate's degree program in Information Network Technology or the bachelor's degree program in Systems Security reported on the 2012 CAR; therefore, no calls to employers or graduates were made for these programs.

How many calls to employers or graduates were attempted?
Bachelor's degree program in Information and Network Technology: Major in Computer Forensics: 0
The campus provided the team with verification that the one graduate from the Computer Forensics program was incarcerated.

Bachelor's degree program in Information and Network Technology: Major in Network Management: 3

How many calls to employers or graduates were successful?

Bachelor's degree program in Information and Network Technology: Major in Network Management: 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor's degree program in Information and Network Technology Major in Network Management: 2

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
During interviews, students and instructors told the team homework is assigned, collected, graded, and the overall homework grade is one of the components of the final grade for all courses. The team verified homework is assigned, graded, and logged in a grade book by reviewing examples of graded homework and grade books.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
Students who were interviewed have a positive outlook about their academic success and job prospects once they graduate from their technology programs at the Arlington Ballston campus.

COMMENDATIONS:
Students, faculty, and the program chair are excited and enthusiastic about the school paying for their certification exams. Several students have already passed exams for various Cisco, Comptia, and Microsoft Certifications. Campus administration is commended for taking the action of paying for certification exams, which has resulted in a high level of excitement and cooperation among the program chair, faculty, and students seeking professional certifications.

9. PROGRAM EVALUATION

Diploma in Medical Assisting
Academic Associate's Degree in Medical Assisting

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Dr. Damien Baker, program chair for the school of medical assisting, is assigned to overesee the diploma and associate's degree programs. He holds a bachelor's degree in Human Biology, a doctor of Chiropractic degree from National University of Health Sciences, and is a Registered Medical Assistant (RMA) with the American Medical Technologists. Mr. Baker began his teaching career in 2000 as an Medical Assisting instruction and became the program chair at the Arlington Ballston campus in 2011.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (No graduates from either program are reported on the 2012 CAR.)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Medical Assisting programs have strong community support as witnessed by contracts they have with clinical affiliates for the externship component of the programs. Additionally, guest speakers, field trips, a program advisory committee (PAC), and community outreach activities are utilized to enrich the programs. The team verified the use of these activities by reviewing appropriate documentation and during interviews with students and faculty.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-513(b)): The Anatomy and Physiology I (BIOL170) course does not require completion of Medical Technology (HLTH105) as a prequisite for registration. A review of the syllabi for the two Anatomy and Physiology courses revealed the course objectives and other information on the syllabus for the second course, Anatomy and Physiology II (BIOL171), state it is a continuation of the first course, and the catalog description and syllabus for Anatomy and Physiology II (BIOL171) does list the Medical Terminology course (HLTH105) as a prerequisite, while HLTH105 is not a prerequisite for Anatomy Physiology I. Campus administration and the program chair informed the team that students usually do complete HLTH105 prior to or concurrently with BIOL170, but listing HLTH105 as a prerequisite for BIOL170 could limit the flexibility of enrolling and scheduling students for various terms. However, having HLTH105 as a prerequisite for BIOL170 is necessary to provide students with a more appropriate foundation for beginning BIOL170, and to structure the completion of courses to provide an increasing level of difficulty as students progress through the Medical Assisting programs.

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

The 2012 CAR reported there were no graduates from the Medical Assisting diploma program, and the academic associate's degree program was not started until May 2013.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
Documentation of evaluation observed on site included review of homework, case presentations, and research projects that were completed and submitted for grading as well as examples of homework that had been reviewed and graded.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.32 What is the current student/teacher ratio?
The current student/teacher ratio in the Diploma in Medical Assisting program is 4:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☒ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:

As previously stated, the following citation in Section 5 of this report impacts the Medical Assisting program students:
(Section 3-1-516(a)(i)): There is not appropriate documentation to evidence the 10-hour, 1-credit lecture component of the MEDI299 externship course is scheduled appropriately or to verify that students are meeting regularly with an instructor to satisfy the contact hours needed for the granting of 1 quarter credit. See item 5.18 in Section 5. Educational Activities of the report for a more detailed explanation.

COMMENDATIONS:

Externship site supervisors who were interviewed were highly pleased with the students doing externships in their facilities.

SUMMARY

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1.	**Sections 3-1-111 and 3-1-441(c)**	Follow-up studies on graduates and employers are not being conducted by the institution at specific measuring points following placement of the graduates (pages 5 and 14).
2.	**Section 3-1-513(b)**	The prerequisite system for the Medical Assisting programs does not assure that students are provided an increasing level of difficulty as they progress (page 48).
3.	**Section 3-1-516(a)(i))**	There is not appropriate documentation to evidence that students in one course are meeting for an appropriate number of contact hours (pages 17 and 51).
4.	**Section 3-1-543 and Glossary**	Appropriate documentation of professional growth and/or in-service activities is not on file for some faculty members (page 18).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration.
(These recommendations are not included in the report seen by the Council)

- During the visit students told the team that on at least one occasion an unknown person had entered a classroom and was found there when a class was scheduled to start. Although the team could not verify this, the team did confirm that the campus issues student ID cards; but no policy statement was found requiring these cards to be displayed while in the building. Since the building is shared with another company and it appears there is no restriction or security in place to prevent anyone from entering the building and the area where the Westwood College activities are conducted, the team suggests that the campus administration consider reviewing whether some type of security system should be implemented. This may be as simple as requiring students, faculty, and staff to display their Westwood College ID cards while in the building; but it may be more complicated than this to be effective.

- The team found the on-shelf collection in the library for the Graphic Design programs to be barely adequate to satisfactorily support current programs. Therefore, the team feels campus administration should work with the program chair and campus librarian to identify and obtain more books and periodicals that pertain specifically to graphic design, animation, game design, and visual communications to be available in the onsite learning commons area.

- Mr. Josh Haycraft the "new" program chair for the school of design informed the team he is very interested in developing and implementing a plan to have more events at the campus to raise community awareness of the presence and activities of the school. Given his position, of course, his interest is primarily focused on raising the awareness of the activities, products, and projects of students in the school of design. The team encourages campus administration to work with and provide support for Mr. Haycraft's enthusiasm and efforts in this regard where feasible. An investment of some administrative time and more tangible resources may result in a variety of benefits for the school of design as well as the campus in general.

- As noted in the report, the decision by campus administration to pay for certification exams for students and faculty in the School of Technology programs has generated a high level of excitement and enthusiasm among students and faculty in those programs. Given this action has had such positive results in the Technology programs, campus administration should probably review all of the current programs offered to determine if there is opportunity to provide similar options for students in other programs.

ADDITIONAL LOCATION INCLUSION

ITT TECHNICAL INSTITUTE
2895 NE Loop 410
San Antonio, TX 78218
ACICS ID Code: 00070456

Mr. Barry Bailey, Director (b)(6) @itt.tech.edu)
(b)(6) @itt-tech.edu

MAIN CAMPUS
ITT Technical Institute
Indianapolis, IN 46268
ACICS ID Code: 00016040

September 19-20, 2013

Dr. Alvin J. Marrow	Chair	Retired Academic Dean, Florida Metropolitan University - North Orlando	Winter Park, FL
Ms. Maura K. Wilson	Student-Relations Specialist	Director, Retired, Flagler College	Albany, OR
Ms. Mary Gail Lowery	Educational Activities Specialist	Retired, Alabama Department of Education	Gatlinburg, TN
Mr. Tom Phillips	IT Programs Specialist	Professor, Retired, Gibbs College	Tinton Falls, NJ
Ms. Silvia Gimbutas	Drafting and Design Specialist	Instructor, Westwood College	Chicago, IL
Mr. Ian R. Harazduk	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
ITT TECHNICAL INSTITUTE
SAN ANTONIO, TEXAS

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science degree	Academic Associate's degree	Drafting and Design Technology	1315	93	29/0	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Electrical Engineering Technology	1315	93	41/1	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Network Systems Administration	1315	93	64/3	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Industrial Engineering Technology*	1315	93	0	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Software Development*	1315	93	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Electrical Engineering and Communications Technology**	2524	180	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Information Systems and Cybersecurity**	2594	180	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Software Development**	2523	180	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Project Management and Administration – Project Management and Administration Option, Construction Option, and Information Technology Option**	2326	180	0	n/a	n/a	n/a	n/a
		TOTAL ENROLLMENT			138				

n/a The campus enrolled its first students in June 2012. Data is not available for these programs. There were no graduates at the time of the visit.

* Anticipated starting dates for these programs are as follows: Industrial Engineering Technology (December 2013), Software Development (March 2014).

** Anticipated starting dates for these programs are as follows: Electrical Engineering and Communications Technology (December 2014), Information Systems and Cybersecurity (September 2014), Software Development (2015), and Project Management and Administration-Project Management and Administrative Option, Construction Option, and Information Technology Option (September 2014).

INTRODUCTION

The ITT Technical Institute in San Antonio is part of a nationwide system of over 140 campuses in 38 states owned and operated by ITT/ESI, which is headquartered in Carmel, Indiana. The campus, which opened its doors for classes in June 2012, currently offers three academic associate's degree programs and anticipates expanding its offerings at both the associate's and bachelor's degree levels. The campus, located in the heart of the Alamo country, mainly attracts students from the San Antonio metropolitan area, with a population of over 1.5 million, and includes a large contingent of students (30%) from 3 major military bases in the area. In addition, the student population, consisting of mainly adult and evening learners, is representative of the local community demographics, the breakdown by race is 41.7% Hispanic, 26.7% Caucasian, 13.3% African-American, 3.3% Asian-American, and 15% undisclosed; and by gender, 85% male and 15% female.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement can be found on page 2, volume 9, of the 2013-2014 catalog.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.

☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒ Yes ☐ No
(b) Student placement.
☐ Yes ☐ No ☒ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☐ Yes ☐ No ☒ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☐ Yes ☐ No ☒ Not Applicable (new additional location only)
(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus measures student learning outcomes using four measures - capstone courses, capstone assessment data, student engagement, and student success. For the first measure, capstone courses, many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the student's understanding of the program objectives. Beginning in December 2013, when the first capstone courses are offered, the campus dean will start tracking class average grades for capstone courses and develop a history of data that can be used to analyze student learning outcomes. For the second, capstone assessment data, the campus assesses specific learning outcomes through the application of an assessment rubric (communication skills, teamwork, critical thinking, et al.). As assessment data becomes available after the first capstone classes are offered, the faculty will begin reviewing proficiency levels achieved by graduates and take measures for continuous learning outcomes improvement. For the third, the campus measures student engagement by taking into account student attendance and the ability of the student to complete program courses. Data is currently being collected by the dean to measure student engagement. For the fourth, student success is measured by dividing the number of passing students by the number of student attempts. The number of students starting and passing a course is an indicator of the potential to achieve student learning outcomes. Data is currently being collected by the dean to measure student success.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

At the time of the visit, the campus was either beginning to or planning to collect data, with charts included, on the five required elements of the CEP. With baselines for each element already established, the data collected will be used to improve the educational offerings at the campus.

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☐ Yes ☐ No ☒ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☐ Yes ☐ No ☒ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus lists a number of goals and initiatives that it will undertake to meet its retention goals to include the following: improve student engagement; reduce student attrition: increase opportunities to build a sense of college community; increase tutoring opportunities, specifically with faculty and peer mentors; increase the use of guest speakers; provide a number of academically-focused student activities such as a student news broadcast, membership in clubs and associations, and career-related training exercises; and increase contact with students who do not attend class or are doing poorly in their academic studies.

Without any graduates, the campus does not list any specific placement activities and goals.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Mr. Barry Bailey, campus director, is responsible for implementing and monitoring the CEP. Mr. Bailey has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute-Tucson, Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation. Mr. Bailey's professional development includes attendance at an ACICS Accreditation Workshop (November 2011), participation in the Career Colleges and Schools of Texas (CCST) conference (November 2012), and membership in CCST.

As chair of the CEP committee at ITT Technical Institute-San Antonio, Mr. Bailey has been instrumental in putting together a dynamic team of individuals to assist him in the development and implementation of the plan. Mr. Bailey's CEP team consists of the following individuals: the dean, director of finance, director of recruitment, registrar, and faculty representatives from each school of study.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☐ Yes ☐ No ☒ Not Applicable (new additional location or initial applicant only)

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No

(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Barry Baily, campus director, is responsible for the financial oversight of the campus. As previouly noted, he has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute, Tucson, Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Barry Baily, campus director, is the on-site administrator. As previously noted, Mr. Bailey has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute, Tucson, Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

COMMENDATIONS:
The team was impressed with the campus administration's attitude of "students come first." Students are the most important commodity on campus; their issues, needs, and wishes must come center-forward. The campus administration must be commended for its emphasis on students and their welfare. This student-oriented philosophy is reflected in the positive remarks made by students who were asked about their experience on campus. By focusing on students, the campus is commended for fulfilling the needs and aspirations of students and setting the stage for the establishment of a truly dedicated college community.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
Thirty-five student files were reviewed which included 25 active students and 10 drop students. Three of the 25 active students were on Satisfactory Academic Progress (SAP) probation, and two of the drop students had been dismissed for SAP. The campus has had no graduates at the time of the site visit.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Ms. Sylvia Astorga serves as the director of recruitment for the campus. Ms. Astorga holds a bachelor's degree in Occupational Education from Wayland Baptist University and an associate's degree in Instructor Technology from Community College of the Air Force.

Ms. Astorga has served as director of recruitment since March 2012. Prior to that she served as manager of recruitment for ITT for four years. Her additional experience includes 18 years as an Air Force recruiter and recruiter instructor, as well as contract recruiter for an insurance company.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team interviewed students, admissions representatives, the director of recruitment, and the director of finance as well as reviewed active and drop student files (there were no graduates at the time of the visit).

During interviews, students indicated the recruiting practices of the campus are ethical and reflect the objectives of the programs. They expressed satisfaction with the process and with their understanding of what would be expected of them as students.

A review of student files indicated appropriate records are on file, all students toured the campus prior to enrolling, and all admissions documentation is in order.

All recruiting personnel at the campus undergo a comprehensive training program in which they must complete activities, have those assessed and ultimately become "certified" on the interview presentation; this is documented on an e-Campus transcript in the learning management system. On-going training takes place weekly. Additionally, representatives are observed quarterly by the director of recruitment who sits in on phone calls and prospective student interviews.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☒ Yes ☐ No

If *Yes,* is evidence of licensure or registration on file?
☒ Yes ☐ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☒ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress are published in the ITT Technical Institute catalog with a publication date of September 10, 2013 on pages 32-37.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

A warning status.
☐ Yes ☐ No ☒ Not Applicable (campus does not use)

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No

An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study

The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)

The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes,* is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. Ricardo Navejar, academic dean, is responsible for the administration of satisfactory academic progress (SAP), reviewing student records, and ensuring each student who is not making SAP is advised as to the campus' SAP requirements. Mr. Navejar holds a master's degree in Business Administration and a bachelor's degree in Mechanical Technology and Computer Drafting Design from the University of Houston. He has served as dean for one and one-half years. Prior to transferring to the ITT San Antonio (East) campus, Mr. Navejar was a Computer Drafting and Design (CDD) instructor/chair for nine years, and has prior experience as an AutoCAD drafter for two years.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☐ Grants.
(c)☐ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?

☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Mr. Jacob Garcia, director of finance, is responsible for the on-site administration of student financial aid. Mr. Garcia holds a bachelor's degree in Business Administration from the University of Texas at San Antonio. He has held this posiion since August 5, 2013. Previously, he had served as a financial aid coordinator for ITT for three years, and has held various finance and collection positions for eight years.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
During the visit, the director of finance registered as a member of the Texas Association of Financial Aid Administrators (TASFFA). At the time of the visit, Mr. Garcia had held the director of finance position for only six weeks. During that time, he participated in four E-courses: "Finance Management 101," "FAC Coaching and Development," "Sexual Harassment Awareness for Supervisors and

Managers," and "Eligible Student Admissions." In his three years as financial aid coordinator, Mr. Garcia had particpated in nine other E-courses.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The campus holds student orientation sessions each quarter for new students. The sessions are held twice on two different dates and the dean, faculty, and campus managers greet new students and explain program expectations. Financial aid staff meet with students to ensure financial paperwork has been completed, and career services discuss career choices and trends. The orientation agenda also includes a review of campus policies and expectations including attendance policies, the student handbook, effective study habits, grievance policies, and other general questions.

The campus offers advisement. Students are referred to outside professional agencies for in-depth counseling. Tutoring by academic personnel is available to all student who are failing or performing below expectations and is coordinated through the learning resource center (LRC). In addition, staff assist students with other issues affecting retention such as transportation and part-time employment.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☐ Yes ☐ No ☒ Not Applicable

The campus has not had any graduates.

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Although the first graduating class will not complete until February 2014, the position of director of career services was filled by Ms. Cidalin Rojas-Nava in August of 2013. Ms. Rojas-Nava holds a bachelor's degree from Texas A&M - Corpus Christi in Criminal Justice and an associate's degree from Del Mar College in Criminal Justice. Prior to joining ITT in August 2013, Ms. Rojas-Nava served in a variety of roles with other educational institutions including director of career services for three years, school director for six years, and as an instructor of cosmetology for two years.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 6
The ending enrollment reported on the previous year's CAR is 6

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The campus utilizes SmartForms for entrance counseling and provides each student with copies of their cost summary and a "Payment Addendum to Enrollment Agreement" (CSPA) which specifies financial obligations for the academic year (three academic quarters). A new CSPA is created each academic year and reviewed with the student by a financial aid coordinator. When students graduate, drop or are dropped by the campus, an exit interview is conducted or mailed to the students outlining their responsibilities for loans. Students are given a debt management guide, deferment eligibility chart, and a repayment estimator chart to assist in making decisions about their student loans. Contact numbers and e-mail addresses of lending institutions and other important offices are provided to students for possible future use. If the student is unavailable for an appointment, exit interview documents are sent by certified mail.

4.67 Describe the extracurricular activities of the campus (if applicable).
Extracurricular activities of the campus include the following: student appreciation grills; field trips; awards ceremonies honoring attendance and grades; and a number of major-affiliated honor societies and associations.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Mr. Ricardo Navejar, academic dean, oversees all of the educational activities. As previously noted, Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
There is a constant flow of program development from the corporate office to the campus' administrative team. The campus academic dean, supported by subject matter experts, faculty and staff, is ultimately responsible for the development, administration and the academic integrity of the programs offered at the campus. The dean and faculty participate in faculty meetings, professional development plans, and in-service trainings. In addition, the campus has a signed job description detailing duties and responsibilities of faculty in matters of academic governance.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No

5.11 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable

5.12 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

5.13 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.15 What provisions are made for individual differences among students?
Provisions are made for students with individual differences and/or special needs through following Americans with Disabilities Act (ADA) requirements and through flexibility in the organization and administration of instruction. Students with special needs may request special assistance provided appropriate documentation is disclosed and presented to the director of the campus for consideration.

Faculty members are encouraged to use a variety of teaching styles and methods to accommodate diverse learning styles and individual differences. The campus provides early intervention by academic personnel by offering tutoring and mentoring for students who need assistance with their programs of study. Faculty members encourage all accelerated students to undertake extra projects and to assist fellow students when possible.

All theory and lab classrooms have LCD projectors with DVD playing capabilities. The campus opened in June 2012 and furnished classrooms with new furniture and computers in well-lighted and clean classrooms which encourages an environment for effective classroom instruction.

5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The corporate-driven curriculum has a systematic process of curricula evaluation, revision and change. Central campus faculty interact with national chairs who specialize in a particular industry or area of expertise for each program of study offered at the campus. Faculty may also submit suggested changes and additions to syllabi and course learning resources to the dean for implementation.

5.17 Does the faculty participate in this process?
☒ Yes ☐ No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☐ Yes ☐ No ☒ Not Applicable (campus does not award such credit)

5.20 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)

(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
The team verified documentation of a systematic process of in-service training and professional growth activities through team-led meetings. Personnel files included professional development plans to enhance faculty expertise.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

GENERAL COMMENTS:
The team observed a very dedicated faculty and an energetic and engaged student population. The academic dean, faculty members, and staff were extremely excited about all programs of study and specifically, the success of their students.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The campus, located off interstate 410, contains 20,378 square feet consisting of theory classrooms, laboratories, administrative offices, a library, and bookstore. The parking area is large enough to meet the maximum capacity of 440 students and staff. The facility is in compliance with ADA as well as other federal, state, and local ordinances and regulations. Working environments for finance, recruitment, career services, and academic affairs exist along with a student lounge, testing rooms, computer labs, theory classrooms, and a learning resource center. The facility is clean and environmentally pleasing; it meets the needs of students, staff, and faculty.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used for the evaluation visit is the ITT Technical Institute, San Antonio (NE LOOP 410), Texas 2013-2014 catalog, volume 9, published on September 10, 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.
☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No

(c) The names and titles of the administrators.
☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No

(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.
☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No

(h) An academic calendar.
☒ Yes ☐ No

(i) A full disclosure of the admission requirements.
☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No

(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No

(p) The transfer of credit policy.
☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.
☒ Yes ☐ No

(t) A statement describing the student services offered.
☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes,* does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?
☐ Yes ☒ No

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☒ No

7.08 Is the catalog available online?
☒ Yes ☐ No

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises through television advertisements, brochures, mailers, flyers, and online through its website and banner advertisements.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus routinely publishes occupational codes for all of its programs, on-time graduation rates, costs, placement rates, and media loan debt. It should be noted that the information presented is an aggregate for all ITT Technical Institute campuses under the Inadianapolis main campus which includes the San Antonio additional location.

Where is this information published and how frequently is this information being updated?
The information is published on the institution's website and is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The campus library is supported by corporate personnel to ensure the level of library resources needed is provided in relation to programs offered at the campus. The learning resource center (LRC) coordinator is constantly seeking information from students, faculty, and lead instructors in the development and utilization of an adequate base of library resources, in a continuous assessment strategy for library resources and adequate staff, and in providing training for faculty and students in LRC resources.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $2,087 or .1% of tuition revenue in addition to the use of the corporate-managed virtual library.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
At the time of the visit, the campus has spent $375 or 18% of the budget for periodical, library equipment and other resource and reference materials.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
All first quarter students are introduced to the LRC and the virtual library through classroom visits and/or scheduled programs in the LRC. All faculty members are required to participate in tutoring logistics of the virtual library to ensure how students can benefit from the use of the virtual library. Faculty members are required to create a virtual library assignment for students for research projects in addition to other library assignments.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The library offers full-text online support for all of the programs offered by the campus through various electronic resources and physical collections. Full-text library materials and services are available at times consistent with the typical student's schedule in both day and evening programs including EBSCOHost, Gale, Books 24/7, and Ebrary. The library provides a variety of online periodical database full-text articles on topics in the arts, sciences, social sciences, humanities, and mathematics fields.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
The campus has two full-time library assistants, Ms. Nancy Castro and Ms. Courtney Parker. Ms. Castro holds a bachelor's degree in Business and an associate's degree in Behavioral Sciences from Concordia University in San Antonio, and has four years of experience as a banker. Ms. Parker holds a bachelor's degree in English from Texas State University in San Marcos and has five years of experience as a library technician and assistant. The assistants are members of the Texas Library Association. The assistants share on-site library hours which are 9 a.m. until 9 p.m. on Monday through Friday and 9 a.m. until 2 p.m. on Saturday.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Drafting and Design Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Ricardo Navejar, academic dean, administers the program. As previously noted, Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Three field trips and two guest speakers, which are described below, have been provided to enrich the Drafting and Design Technology program.

A field trip was taken to the U.S. Army Corps of Engineers where students were exposed to construction activities in progress. On a visit to CDS Muery Engineers and Surveyors students observed the use of Computer Aided Design (CAD) by this consulting firm that offers civil engineering, surveying, 3D laser scanning and mapping services. In April 2013, a visit was taken to the Methodist Specialty and Transplant Hospital in San Antonio where students toured the facilities and reviewed reports from the Environmental Protection Agency analyzing indoor air quality and other hospital system requirements. All field trips are documented with waiver and release forms signed by the student and faculty participants.

Documentation of presentations given by the following guest speakers is on file: architect Billy Johnson from Studio Industrielle who presented examples of his work and how he applies different sketching and drawing techniques in the design process; and Mr. Rudy Montanez, a CAD Manager operator, who spoke about his work experience to the students.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references

☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
N/A

How many calls to employers or graduates were successful?
N/A

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
N/A

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☒ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☐ Yes ☐ No ☒ Not applicable

9. PROGRAM EVALUATION

Academic Associates Degree in Electrical Engineering Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Ricardo Navejar, academic dean since April 2012, administrates the program. As previously noted, he holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston, and has experience as an instructor and department chair.

Mr. Navejar is assisted by subject-matter expert, Mr. Robert McCullar. Mr. McCullar holds an associate's degree in Electronical Engineering Technology from ITT Technical Institute in San Antonio, Texas and a bachelor's degree in Occupational Technology from Wayland Baptist University in San Antonio, Texas.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The following community resources have been used to enrich the program: a field trip to Southwest Research Institute on February 11, 2013, where students observed practical work in electronics; and a guest speaker, Sergeant Shaun D. Canfield, who spoke to the GS1145 Strategies for the Technical Professional class on November 26, 2012, on the topic of "Interview for Success."

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-512(c)): There are not sufficient community resources utilized to enrich the program. While one program-specific field trip was held and one general topic was presented by a guest speaker, this limited use of community resources is insufficient to enrich the program. The self-study submitted by the campus mentions the importance of an advisory committee as a community resource in program development and revision, student placement, selection of learning materials and recruitment of faculty and guest speakers. Section 5.8.1 of the self-study states advisory committees are "being formed and will meet during the June 2013 quarter." While the team was provided a general agenda for a proposed meeting date of October 24, 2013, the team was not provided with specific evidence to show an advisory committee was being formed. In addition, the campus provided no evidence of scheduled field trips, guest speakers, or other resources to be utilized by this program in the future.

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
N/A

How many calls to employers or graduates were successful?
N/A

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
N/A

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

COMMENDATIONS:
All of the students interviewed by the team expressed great satisfaction with the instructors, administration, their program, and the campus in general.

9. PROGRAM EVALUATION

Academic Associates Degree in Network Systems Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Ricardo Navejar, academic dean since April 2012, administrates the program. As previously noted, he holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration both from the University of Houston; and has instructor and department chair experience.

Mr. Navejar is assisted by subject-matter expert, Mr. Mario Martinez. Mr. Martinez holds a bachelor's degree in Composite from Texas A&M University; an associate's degree in Computer Technology from Laredo Community College in Laredo, Texas; and is CompTIA A+ and Network+ certified.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The following community resources have been used to enrich the program: a field trip was taken to Randolph-Brooks Federal Credit Union on October 17, 2012, where students observed the credit union's working data center; and a guest speaker, Sergeant Shaun D. Canfield spoke to the GS1145 Strategies for the Technical Professional class on November 12, 2012, on the topic of "Interview for Success."

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☒ No

(Section 3-1-512(c)): There are not sufficient community resources utilized to enrich the program. While one program-specific field trip was held and one general topic was presented by a guest speaker, this limited use of community resources is insufficient to enrich the program. The self study submitted by the campus mentions the importance of an advisory committee as a community resource in program development and revision, student placement, selection of learning materials and recruitment of faculty and guest speakers. Section 5.8.1 of the self-study states advisory committees are "being formed and and will meet during the June 2013 quarter." While the team was provided a general agenda for a proposed meeting date of October 24, 2013, the team was not provided with specific evidence to show an advisory committee was being formed. In addition, the campus provided no evidence of scheduled field trips, guest speakers, or other resources to be utilized by this program in the future.

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
N/A

How many calls to employers or graduates were successful?
N/A

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
N/A

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

COMMENDATIONS:
All of the students interviewed by the team expressed great satisfaction with the instructors, administration, their program, and the campus in general.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1	**Section 3-1-512(c)**	There is not sufficient use of community resources to enrich the academic associate's degree programs in Network Systems Administration and Electrical Engineering Technology (pages 26, 29 and 30).

RECOMMENDATIONS

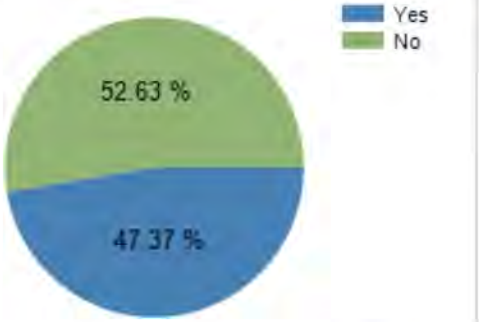
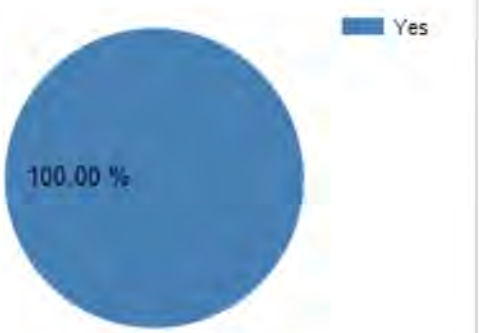
The evaluation team offers the following recommendations for the institution's consideration *(These recommendations are not included in the report seen by the Council)*:

Drafting and Design Technology:

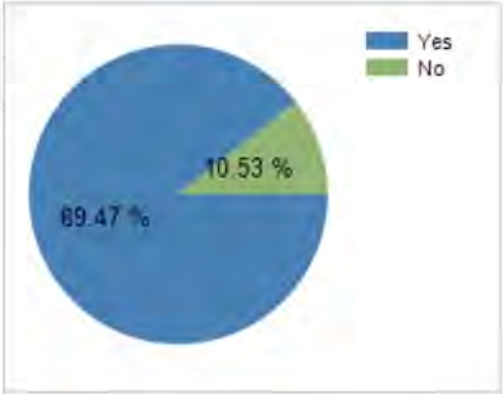
- That a projector be provided in the Drafting and Design Technology classroom to support the mode of instructional delivery to students in the program.
- Students should receive a package with drawing materials that includes a drawing board and proper drawing tables with parallel or T-rulers. These items should be included in the package of supplies that students receive at the beginning of the term.

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs.

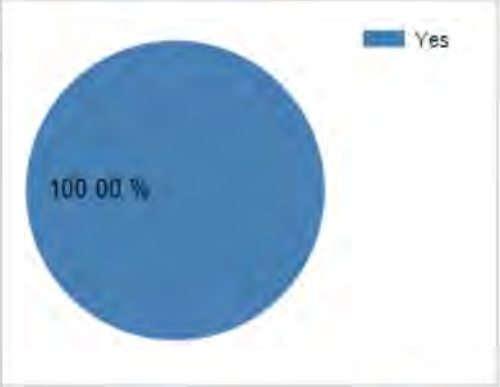
Student Survey Response Summary Graph

Personify Id	Survey Question	Category	Count	
00070456				
	1.1. Do you have other postsecondary or college education?	Yes	9	
		No	10	
	1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?	Yes	14	
		No	0	
		N/A	4	
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs	Yes	19	

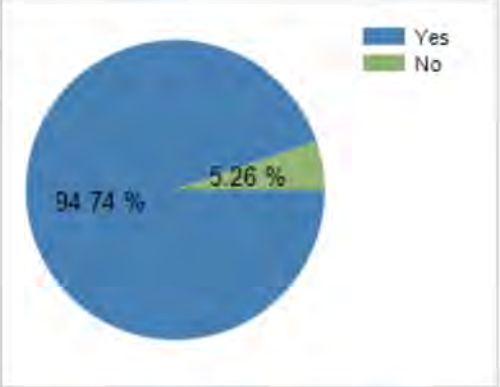
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school	Yes	17
		No	2



	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees	Yes	19

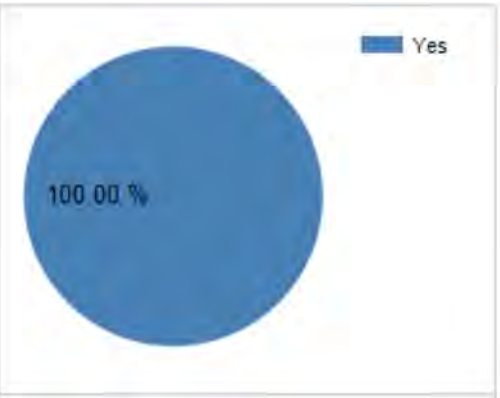


	2.2. Did you receive a catalog or provided access to an online catalog?	Yes	18
		No	1

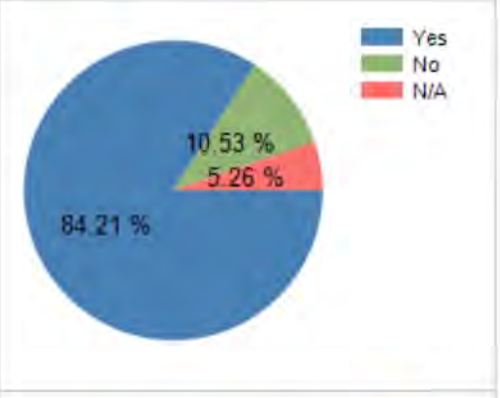


	2.3. Did the catalog accurately portray programs, services and policies of the institution?	Yes	19
		No	0

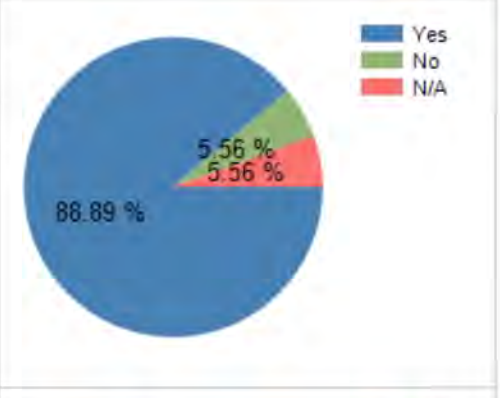
	2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?	Yes	19
		No	0



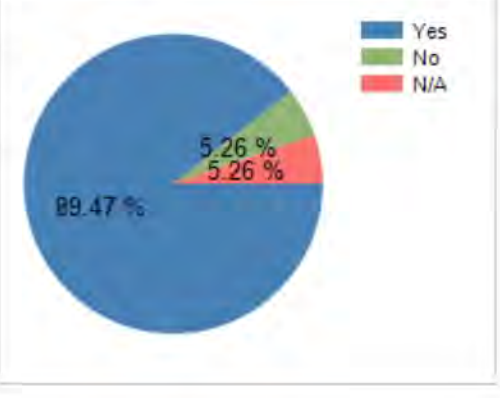
	3.1. Do you receive financial aid?	Yes	16
		No	2
		N/A	1

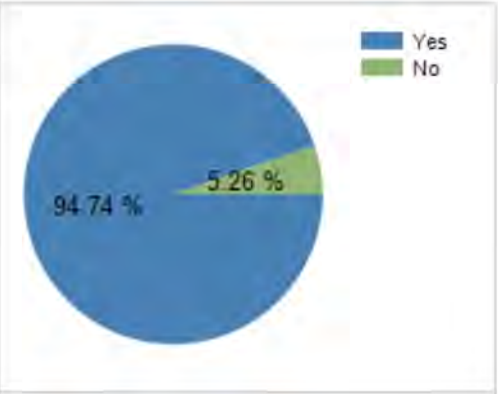
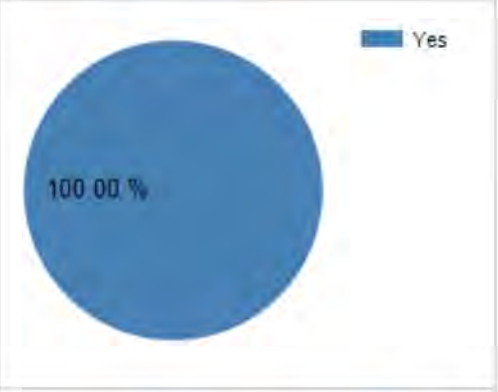
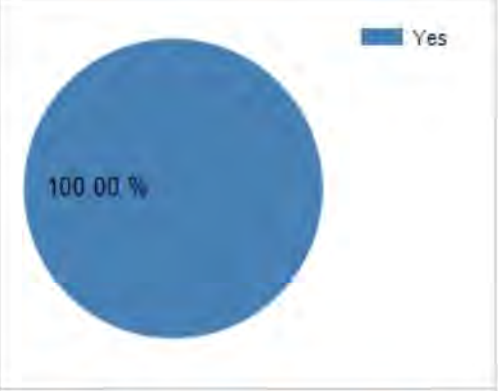
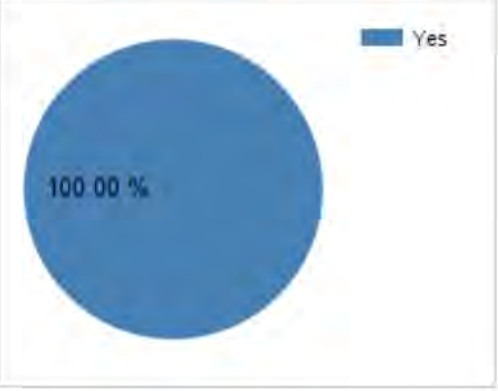


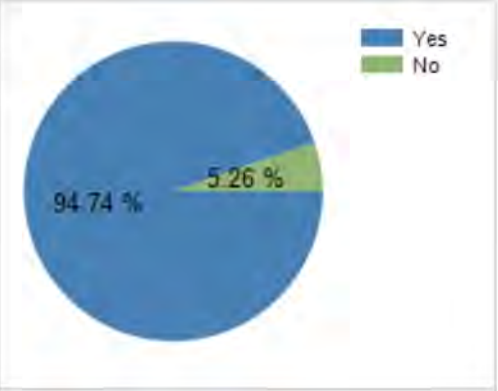
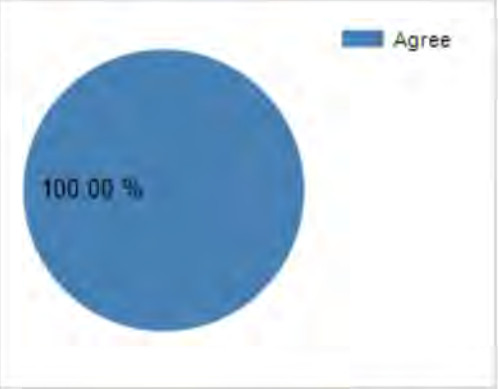
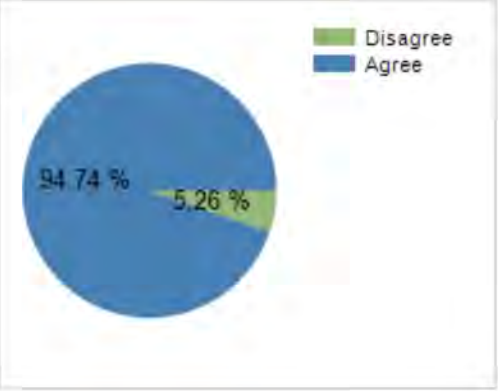
	3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?	Yes	16
		No	1
		N/A	1



	3.3. Are you aware of your loan repayment obligations?	Yes	17
		No	1
		N/A	1



	4.1. Do you know when you will complete your program?	Yes	18	
		No	1	
	4.2. Are your instructors available to provide additional help?	Yes	19	
		No	0	
	4.3. Are computers, lab equipment, etc. in good working order?	Yes	19	
		No	0	
		N/A	0	
	4.4. Were textbooks available when you started classes?	Yes	19	
		No	0	

	4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?	Yes	18	
		No	1	
	5.1. Overall, I am satisfied with the quality of education I am receiving.	Disagree	0	
		Agree	19	
	5.2. I would recommend this school to others.	Disagree	1	
		Agree	18	

NEW GRANT VISIT REPORT

Westwood College, Annandale Campus
7619 Little River Turnpike, Suite 500
Annandale, VA 22003
ACICS ID Code: 00027058

Dr. Mary Kay Svedberg, Campus President ((b)(6)@westwood.edu)
(b)(6)@westwood.edu

MAIN CAMPUS
Westwood College-South Bay
Torrance, CA 90502
ACICS ID Code: 00027056

September 9-10, 2013

Dr. Richard Murphree	Chair	Consultant Effectual Business Servicse	Eagle, ID
Ms. Betty Herard	Student-Relations Specialist	Global Learning Strategies	Birmingham, AL
Dr. Thomas Duff	Educational Activities and Library	University of Minnesota, Duluth	Duluth, MN
Mr. Steve Johnson	Business Administration Specialist	Team member's institution	Memphis, TN
Mr. George Cormier Jr.	Construction Management Specialist	ITT Technical Institute	Las Vegas, NV
Mr. Terry Campbell	Criminal Justice Specialist	Kaplan University	Okeechobee, FL
Dr. Eva Skuka	Medical Assistant/Office Management Specialist	Berkley College	Wayne, NJ
Mr. Barry Phillips	Graphic Design Specialist	Art Director -PBS, NBC	Burelson, TX
Mr. Fredrick Hampton	Interior Design/Computer-Aided Design Specialist	Design Collaborative	Tampa, FL
Mr. Charles Saunders	Information Technology Specialist	Virginia College	Owens Cross Roads, AL
Ms. Karly Zeigler	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
WESTWOOD COLLEGE
ANNANDALE, VA

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Credit Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assisting	955	69.5	37/1	88.89%	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Computer Aided Design: Architectural Drafting	1205	90	12/5	80%	100%	N/A	N/A
Associate of Science	Academic Associate's degree	Business Administration	910	90	22/12	91.67%	N/A0	68.80%	100%
Associate of Science	Academic Associate's degree	Criminal Justice	905	90	17/5	100%	N/A	N/A	N/A
Associate of Science	Academic* Associate's degree	Medical Assisting *	1180	92	12/8	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Construction Management	965	90	13/7	100%	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Graphic Design	1205	90	15/4	68.09%	100%	79.20%	100%
Associate of Science	Academic Associate's degree	Information Technology	1225	90	12/31	77.42%	N/A	50%	N/A
Associate of Science	Academic Associate's degree	Medical Office Management	945	90	6/3	100%	N/A	N/A	N/A
Bachelor of Science	Bachelor's degree	Business Administration: Major Accounting and Financial Management	1820	180	3/6	66.67%	N/A	57.10%	N/A
Bachelor of Science	Bachelor's degree **	Business Administration: Major in Healthcare Management **	1820	180	2/1	58.62%	N/A	44.40%	100%
Bachelor of Science	Bachelor's degree	Business Administration: Major in Human Resources Management	1820	180	1/1	100%	N/A	N/A	N/A
Bachelor of Science	Bachelor's degree	Business Administration: Major in Management	1820	180	10/5	58.49%	100%	53.30%	N/A
Bachelor of Science	Bachelor's degree	Graphic Design: Animation	2330	180	6/4	81.48%	66.67%	79.50%	100%
Bachelor of Science	Bachelor's degree	Information and Network Technologies: Computer Forensics	2305	180	2/0	100%	N/A	75%	N/A
Bachelor of Science	Bachelor's degree	Information and Network Technologies: Network Management	2350	180	14/6	70.21%	100%	65.10%	N/A
Bachelor of Science	Bachelor's degree	Information Technology: Systems Security	2350	180	12/3	70%	33.33%	55.90%	100%
Bachelor of Science	Bachelor's degree	Criminal Justice: Major in Administration	1820	180	32/1	72.73%	90%	68.60%	84.60%
Bachelor of Science	Bachelor's degree	Criminal Justice: Major in Investigations	1820	180	7/1	68.97%	80%	56.10%	100%
Bachelor of Science	Bachelor's degree	Construction Management	1945	180	12/7	72.14%	100%	73.80%	90.90%
Bachelor of Science	Bachelor's degree	Interior Design	2330	180	8/1	77.50%	62.50%	72.70%	80%

TOTAL ENROLLMENT 378

*Program reviewed for the first time

**Not accepting new students

*** Typed in bold are any retention rate below 62% or placement rate below 58%

INTRODUCTION

In March 2006, the Westwood College Annandale opened its doors for the inaugural term. The campus is nestled in the beltway of our nation's capital, located at 7619 Little River Turnpike, Suite 500, in Annandale, Virginia. Initially, the college was accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) and its programs were approved by the State Council of Higher Education for Virginia (SCHEV). In December 2010, the college received initial accreditation from the Accrediting Council for Independent Colleges and Schools (ACICS).

Due to rapid student population growth, it was apparent that the college needed additional space for classrooms and labs. In August 2010, the college added 9,815 additional square feet in an adjoining building located at 7611 Little River Turnpike, 6th Floor, Annandale, Virginia. The Hon. John Roll courtroom has shared occupancy in the additional space since February 2011.

A consortium agreement is signed with Westwood College Online to offer campus students the opportunity to take courses through online delivery, providing more flexibility in class options for students enrolled in residential campus programs.

As of July 1, 2013, the student population is 386.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement can be found on page eight of the 2013 course catalog dated May 2013.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?

☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?

(a) The characteristics of the programs offered.
☒ Yes ☐ No

(b) The characteristics of the student population.
☒ Yes ☐ No

(c) The types of data that will be used for assessment.
☒ Yes ☐ No

(d) Specific goals to improve the educational processes.
☒ Yes ☐ No

(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.
☒ Yes ☐ No

(b) Student placement.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(c) Level of graduate satisfaction.
☐ Yes ☒ No ☐ Not Applicable (new additional location only)

(d) Level of employer satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(e) Student learning outcomes.
☒ Yes ☐ No

(Section 3-1-111): Follow-up studies on graduate satisfaction are not being completed in compliance with *Criteria*. The team verified the campus conducts "graduate" surveys only once, and these surveys are conducted during a student's last term, prior to graduation. While on-site, the campus created a new policy that states they will be sending out graduate surveys 150 days following a student's graduation. In addition, their corporate headquarters stated they will implement the new surveys.

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

The campus assesses student-learning outcomes through an analysis of certification exams, cumulative G.P.A., and grade distribution. These assessments are linked together to form a comprehensive evaluation of student learning. Student learning outcomes are assessed by comparing baseline data with current rates in each of the areas mentioned above.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable

(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable

(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
To meet its 2013 retention goal of 72%, new tools such as a ground tracking matrix and weekly reports on at risk students have been added to assist in tracking student progress more closely and intervening earlier when issues with attendance or grades arise.

To meet its 2013 placement goal of 72%, the campus is increasing activities with employers including bringing employers on the campus as guest speakers, the Campus to Community (C2C) initiative, and providing employer-led interview workshops.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No

(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
The campus effectiveness committee consists of the following members: campus president, academic dean, director of operations, librarian, and the registrar. The CEP committee meets quarterly to review and monitor the improvement processes and, on an annual basis, discusses major revisions or updates and the implementation of these actions.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-202(b)): There is no evidence that the administration maintains appropriate evaluation of all faculty. The following faculty do not have classroom observations or evaluations on file that have been completed within the past year: Mr. Faheem Kahn; Mr. John-Sim Park; Mr. James Rogers; and Ms. Ebony Scurry.

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Dr. Mary Kay Svedberg, campus president, is responsible for financial oversight of the campus. Dr. Svedberg has a bachelor's degree in Family and Child Development, a master's degree in Education from the College of William and Mary, and a doctoral degree in Human Development from Virginia Tech. She has been with the campus since 2009, initially as the academic dean and then the vice president before becoming the president in 2010.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Dr. Svedberg, campus president, is the on-site administrator. As previously mentioned, Dr. Svedberg has a bachelor's degree in Family and Child Development, a master's degree in Education from the College of William and Mary, and a doctoral degree in Human Development from Virginia Tech. She has been with the campus since 2009, initially as the academic dean and then the vice president before becoming the president in 2010.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No

(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 43 files including files of active students, students who had withdrawn, students on finanical aid warning, students receiving transfer of credit, and 2012 CAR reported graduates.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?

☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No
Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Kimball Cochran, regional director of admissions since August 2011, is responsible for the oversight of student recruitment at the campus. He holds a bachelor's degree in Business Operations from DeVry University and a master's degree in Project Management with a concentration in Human Resources from Keller Graduate School. Previously, he was employed as regional director of admissions and student services at DeVry University from November 1999 to November 2002.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team was able to verify that the recruiting process for new studens is ethical and compatible with the educational objectives for the campus by interviewing admission representatives, students, and the director of admissions. The team interviewed Mr. Slade Jones, senior assistant director of admissions and representative trainer. Mr. Slade provided a step-by-step description of the recruitment process including scripts, web-based presentations, and a video wrap-up presentation shown to prospective students. Representatives interview students and have students state why they are interested in their selected program and Westwood College. The student then meets with the director to verify whether Westwood College is a good match for them.

Are these recruiting practices ethical and compatible with the educational objectives of the campus?
☒ Yes ☐ No

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☒ Yes ☐ No

If *Yes,* is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

☒ Yes ☐ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☒ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress (SAP) policy is published on pages 70-72 in the May 2013 course catalog.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)

A probationary period.
☒ Yes ☐ No
An appeal process.
☒ Yes ☐ No
An extended-enrollment status.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)
The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list student names, and explain:
(Section 3-1-420 and Appendix D): The campus does not apply its SAP standards consistently to all students as required by the *Accreditation Criteria*; specifically, for Mr. (b)(6) as follows:

(b)(6)

4.27 Are students who are not making satisfactory academic progress properly notified?
☐ Yes ☒ No ☐ Not Applicable (no students are in violation of SAP)

If *No,* insert the section number in parentheses, list student names, and explain:
(Section 3-1-420 and Appendix D): Students who are not making SAP are not properly notified. As stated in response to Item 4.26 above, at the end of Mr. (b)(6) first term at the campus, he received all F's for the three (3) courses he was enrolled in and earned a 0.00 term GPA and 0.00 CGPA; yet his transcript posts a GPA of 1.96 and 81 credits earned for the stated term beginning August 2010, and there is no SAP documentation or evidence of notification to the student for this inconsistency. Furthermore, Mr. (b)(6) was either released or withdrew at the end of the August 2010 term, and he was allowed to re-entry in the January 2011 term without any documentation of SAP/probationary conditions or evidence of notification to the student.

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or it's equivalent?

☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☐ Yes ☒ No ☐ Not Applicable (all programs are less than two years)

If *No,* insert the section number in parentheses, list student names, and explain:
(Section 3-1-420 and Appendix D): Students who are not achieving satisfactory academic progress at the end of the second year are not dismissed. As stated in response to Items 4.26 and 4.27 above, at the end of the August 2010 term, Mr. (b)(6) had an earned GPA and CGPA of 0.00, and was either released of withdrew at that time. He re-entered in the January 2011 term and the team verified he had a .77 GPA for the term beginning 3/20/13; however, he has maintained enrollment, and is currently enrolled at the time of the visit.

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes,* is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☒ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☒ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☒ Yes ☐ No ☐ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Borges, registrar, is responsible for the administration of SAP; she has held this position since July 2013. She joined Westwood College in December 2011 and had served as student support representative and assistant registrar prior to her current appointment. She holds a bachelor's degree in Adminstration of Justice and European History from the University of Hawaii.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☒ Grants.
(c)☒ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Melissa Q. Blas, director of financial services, is responsible for administering student financial aid. Ms. Blas holds a certificate in Advanced Information Systems from Business Computer Training Institute, and is currently attending the University of Maryland where she is pursuing a bachelor's degree in Business Management. Prior to joining Westwood College, Ms. Blas held the position of senior finance representative at Corinthian Colleges. The team verified Ms. Blas is a member of the Virginia Association of Student Financial Aid Administrators (VASFAA).

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Ms. Blas, director of student financial services, and her staff stay current with regulation and policy changes through their membership in VASFAA and by attending VASFAA conferences and industry events, the central administration's "Center Update Calls" and financial aid staff training, and reviewing U.S. Department of Education "Dear Colleague Letters."

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The student support department provides tutoring services that are managed by Ms. Amy Buras, the campus librarian. The student support department conducts two student orientations and two open houses before the term start date. Academic counseling is provided by academic staff and the student support department.

The student support center has identified the three greatest challenges Annandale campus students face are unstable homes, transportation, and employment. The campus works with students to help address these challenges by providing counseling and information packets on community resources for family and housing issues. The support center has a Metrocard program, which provides eligible students with transportation to and from campus, and refers students with employment issues to career services.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☐ Yes ☒ No ☐ Not Applicable

If *No,* insert the section number in parentheses and explain:
(Section 3-1-441(c)): Follow-up studies on graduate and employer satisfaction are not conducted at specific measuring points following the placement of campus graduates.

The campus verified it conducts graduate surveys only once, and that these surveys are conducted during a student's last term, prior to graduation. During the visit, the campus created a new policy stating post-graduation surveys will be conducted 150 days following students' graduation. Additionally, their corporate headquarters were stated to have implemented the new surveys.

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Chantney Stuckey, assistant director of career services, is responsible for counseling students on employment opportunities. Ms. Stuckey has a bachelor's degree in Applied Arts from Marymount University, and has held the assistant director position since February 2013. Prior to joining Westwood College, Ms. Stuckey worked for four years in student affairs at the Bethesda Enrichment Centers and Marymount University.

Ms. Tanya Allen, director of campus operations since March 2009, is responsible for the oversight of financial services, career services, employment opportunities and student counseling as it relates to careers and employment. Ms. Allen is responsible for the leadership and oversight of daily operations of all campus functions. Her direct reports include the assistant director of career

services, the director of student finance, the assistant director of student support, and IT. She is also the deputy title IX coordinator. Ms. Allen has a bachelor's degree in Business Administration, a graduate certificate in Accounting, and a master's of Business Administration from Strayer University.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☒ Yes ☐ No

Salary projections and placement percentages are discussed during their recruitment process.

If *Yes*, does the campus maintain the required data on its graduates and non-graduates?
☒ Yes ☐ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 412
The ending enrollment reported on the previous year's CAR is 412

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
Students are required to access studentloans.gov and complete surveys at least three times during their enrollement. First, at their advanced meeting held during their entrance counseling. Second, at the ready meeting following the completion of their finance package. Third, during their exit interview where they are provided with an exit packet containing information on loan repayment. The team reviewed an exit packet.

4.67 Describe the extracurricular activities of the campus (if applicable).
Extracurricular activities include student clubs, such as the criminal justice, business management and music club; an active Alpha Beta Kappa honor society chapter; food drives; luncheons, snacks, ice cream socials, and holiday dinners; raffles; and welcome back week events, which are coordinated by the student support center.

In addition, there is a campus olympic day consisting of Annadale vs Arlington sport activities, a barbeque, and awarding of trophies to winning teams; and a fall festival coordinated by the local Chamber of Commerce and student volunteers.

COMMENDATIONS:
The team is impressed with Westwood College's "A Collection of 100 Success Stories" book that is in its third volume publication. The team expresses high commendations.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Dr. Amanda Manners, academic dean, is assigned to oversee the educational activities of all programs at the campus. She holds a bachelor's degree in Mechanical Engineering from Michigan State University, a master's degree in Management from Rensselaer Polytechnic Institute, and a doctorate in Organizational Leadership from the University of Phoenix. Before becoming academic dean at the Annandale campus, Dr. Manners worked in higher education as the director of academic affairs for a University of

Phoenix campus, as dean at a Strayer University campus, and taught undergraduate and graduate Business Management courses. In addition, she has worked as a program management analyst for Ford Motor Company and for the defense and aerospace industries.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Each of the program administrators has a job description that clearly identifies their authority and responsibility for development and administration of their programs. Program chairs have the opportunity to provide input and discuss areas related to their authority and responsibility while participating in weekly education leader meetings with the campus president and academic dean, and individual bimonthly meetings with the academic dean.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.11*)

FOR NEW GRANTS ONLY

5.11 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☒ Not Applicable

5.13 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.15 What provisions are made for individual differences among students?
Instructors use a variety of instructional delivery methods to meet the individual differences among the students. Students who are having academic performance issues are reported to the appropriate program chair and the assistant director of student support. These two individuals provide a range of interventions from tutoring by a faculty member to working with individual students needing help.

Students are able to request transfer credit for previous academic work, credit for CLEP exams passed with satisfactory scores, and the opportunity be granted credit based on achieving a satisfactory score on proficiency exams that are available for specific courses.

5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Recommendations from students, staff, faculty, advisory committee members, or employers may initiate the process for curriculum change. The curriculum is continuously reviewed by the academic dean, program chairs, and faculty. Campus recommendations are forwarded to the corporate director of curriculum and curriculum review committee members who represent each program area. Curriculum revisions are made following approval by corporate administration. Faculty members confirmed their participation in the curriculum review process and indicated they felt their input was considered and valued.

5.17 Does the faculty participate in this process?
☒ Yes ☐ No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?
☐ Yes ☒ No

If *No,* insert the section number in parentheses, identify the courses, and explain:
(Section 3-1-516(a)(i)): Credit is not appropriately converted in relation to total student contact hours. Specifically, there is no documentation to support the 10-hour lecture component of the MEDI299 Externship 6.5-credit course is scheduled appropriately. The academic credit analysis indicates MEDI299 consists of 165 hours of externship training at community externship sites that accounts for 5.5 of the total credits granted plus a 10-hour lecture component that accounts for the remaining 1 credit as stated on the course syllabus. However, the class schedule provided to the team during the visit has an externship class scheduled to meet Mondays 6:30 to 7:00 p.m. for the 9 weeks of the term for a total of 270 minutes. Based on interviews and classroom visits conducted on the first day of the visit, students who are currently in MEDI299 and are on externship stated they do not meet on campus for the externship class, there were no students in the room where the class was scheduled to meet at 6:30 p.m. on Monday, the first day of the visit; and there are no attendance records to document the class meets on campus for 10 lecture hours. The chair of the Medical Assisting program, the dean, and the campus president stated the instructor of the course meets with each student individually each week to fulfill this component. However, there was no documentation of the individual meetings. The team was provided with a list of assignments students are required to complete during the externship course; however, time spent on homework assignments does not fulfill the allocation of lecture credit hours.

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No

5.20 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.

☒ Yes ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
Campus administration maintains a three-ring binder containing documentation of in-service training activities completed and scheduled for Annandale campus faculty.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☐ Yes ☒ No

If *No* for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:
(Section 3-1-543): There is no documentation that supports completed professional growth activities as listed on several faculty development plans; specifically for:

- Mr. Bashir Kassim
- Ms.Kathy Nice
- Ms. Gillian Barnett
- Ms. Amy Sebes
- Mr. Brian Erskine
- Ms. Ebony Scurry
- Ms. Aissata Haidara
- Mr. Jong-Sim Park
- Mr. Lester Larose
- Mr. James Rogers

Initially, there was a lack of documentation of professional growth activities for many faculty members. However, during the visit, campus administration was able to provide appropriate documentation of professional growth activities for all faculty members except those listed above.

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?
☒ Yes ☐ No

Like other Westwood College campuses, this campus has a consortium agreement with the Westwood Online Division in Denver. The consortium agreement has been submitted to and approved by the Council.

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

5.38 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.39 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.40 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

GENERAL COMMENTS:

Overall, educational operations at the Annandale campus are conducted in a comfortable environment that promotes and supports a positive atmosphere for learning and teaching. The faculty are well-qualified for their teaching assignments and are committed to their students. Students who were interviewed stated instructors have a very positive attitude and that they feel all of the instructors sincerely care about their personal and academic success.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located at 7619 Little River Turnpike, Suite 500, in Annandale, Virginia and initially occupied 22,152 square feet. The facility provides a clean, well-lit, comfortable and environmentally safe atmosphere. Adequate space is provided for theory classrooms and laboratories, the library, student lounge, testing center, academic support center, graphic design room, resource room and administrative offices. Ample parking is available for students, staff and visitors. Special accomodations provide access for all students, and the facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

In August 2010, the campus acquired 9,815 square feet to accomodate its increased enrollment. This space is adjacent to the original building and approxmately 200 feet from the main doors of the campus. The additional space contains a mock courtroom, medical classrooms, and an interior design classroom.

6.02 Does the campus utilize any additional space locations?
☒ Yes ☐ No

If *Yes*, list the name and address of each location.
In August 2010, the college acquired an additional 9,815 square feet of space located on the 6th floor of an adjoining building at 7611 Little River Turnpike, Annandale, Virginia.

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog reviewed durng the visit was the Westwood College 2013 Academic Catalog, volume 4 - No. 2, revised in May 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar.
☒ Yes ☐ No
(i) A full disclosure of the admission requirements.
☒ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No
(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)
(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No
(p) The transfer of credit policy.
☒ Yes ☐ No
(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No
(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)
(s) The refund policy.
☒ Yes ☐ No
(t) A statement describing the student services offered.
☒ Yes ☐ No
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes,* does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?
☒ Yes ☐ No *(Skip to Question 7.07.)*

If *Yes,* does the catalog contain the following?
(a) A description of each mode of delivery used for distance education courses.
☒ Yes ☐ No
(b) Any additional or different admissions requirements for students taking distance education courses.
☒ Yes ☐ No ☐ Not Applicable (there are no additional or different admissions requirements)
(c) A description of any tests used to determine access to distance education.
☒ Yes ☐ No ☐ Not Applicable (no additional tests are given)
(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction
☒ Yes ☐ No
(e) Costs and fees associated specifically with distance education.
☐ Yes ☐ No ☒ Not Applicable (there are no additional costs and fees)

7.07 Does the catalog contain an addendum/supplement?
☒ Yes ☐ No *(Skip to Question 7.08.)*

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☒ Yes ☐ No
(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

7.08 Is the catalog available online?
☒ Yes ☐ No *(Skip to Question 7.09.)*

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☒ Yes ☐ No *(Skip to Question 7.10.)*

If *Yes*, answer the following:
(a) Are all campuses using the same catalog of common ownership?
☒ Yes ☐ No
(b) Are all photographs utilized properly labeled to identify the location depicted?
☒ Yes ☐ No
(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☒ Yes ☐ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus uses television/radio spots, print ads, and brochures to promote its programs while a majority of its advertising is done on the internet and through social media such as Twitter, Facebook, LinkedIn, and YouTube.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No *(Skip to Question 7.14.)*

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☒ *Yes* ☐ *No*

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus routinely provides graduation, retention and placement rates on their website.

Where is this information published and how frequently is this information being updated?
This information is available via a consumer information link on their webstite and is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Every effort is made to meet the requests and requirements of students and faculty for library resources. Based on recent curriculum changes and program additions, there is a long-term plan to eliminate titles that have become irrelevant or dated and to acquire titles that support the new programs. Providing access to the library page in MyPath for all campus students is part of this effort. The MyPath library page is more robust and the links are more stable than those formerly provided to students by WConnect.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current fiscal, October 2012 - September 2013, library budget is $34,600.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
Of the $34,600 budget, $25,650 has been spent on the campus' allocated cost for electronic resources, $5,100 on periodicals and $3,850 on print-copy books

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Students and faculty who were interviewed as well as the regional librarian confirmed there are assignments requiring the use of learning commons' resources for most courses offered by the Annandale campus. This was also evidenced by a review of syllabi.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
Westwood College maintains a system-wide website that allows students, faculty, and other users at all campuses to access the Surpass library catalog and the online database collection. The online database collection includes index and full-text access to thousands of periodicals, newspapers, newsletters, transcripts, legal materials, and statistical tables. The available databases include EBSCO's Academic Search Premier, Computer Source, Greenfile, LexisNexis Academic, Points of View Reference Center, Proquest Central, ProQuest Statistical, Britannica Online, e-Books on EBSCOhost, and STAT!Ref. Students have access to Serials Solutions 360 Suite, which includes a power search of all library databases with links to full-text.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Ms. Amy Buras, regional librarian, is the professionally trained individual assigned to oversee the library (learning commons) at the Annandale campus. She holds a bachelor's degree in Behavioral Science from National University, a juris doctorate degree in Law from University of the Pacific, McGeorge School of Law, a master's degree in Library Science from San Jose State University, and is certified as a professional librarian by the State of Virginia Library Board. Ms. Buras has been the regional librarian since October 2005. Her prior work experience includes lead analyst at Lexis/Nexis, Inc for more than five years and legal research attorney extern for four months and academic enhancement leader for nine months while completing her juris doctorate degree. Ms. Buras is on-site in the learning commons area from 7:30 a.m. – 6:00 p.m. Monday – Friday.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

The team reviewed a well-organized library handbook that includes a description of the training program for the library assistant, student workers, tutors, and the weekend administrator of the learning commons area.

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

Ms. Buras, the on-site librarian, is a member of the American Library Association (ALA), reads various publications and information pieces produced by the ALA, and has attended ALA annual conferences. She also participates in other professional development activities including campus in-service workshops, web conferences, and actively consults with other Westwood College campus librarians through conference call meetings and an e-mail list. During the past year Ms. Buras focused on completing continuing education to satisfy requirements for her license to practice law. More specifically, she completed 25 hours in areas such as copyright, legal research, and library management.

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

According to information posted in the area, the learning commons is open 7:30 a.m. to 10:00 p.m. Monday through Friday and 9:00 a.m. to 3:00 p.m. on Saturday.

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?

☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☒ Yes ☐ No

GENERAL COMMENTS:
The Annandale campus is fortunate to have Ms. Buras managing the learning commons area. She has a strong academic and experiential background for her current position and actively participates in professional activities. Faculty and students confirm she is committed to developing campus library resources and has done a good job of conducting activities that encourage and facilitate use of the on-site and online resources.

9. PROGRAM EVALUATION

Academic Associate's Degree in Medical Assisting

Academic Associate's Degree in Medical Office Management

Diploma in Medical Assisting

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Alecia Heffner, program chair, oversees the Medical Assisting and Medical Office Management programs. Ms. Heffner holds a master's degree in Health Management from Lindenwood University and a bachelor's degree in Public Health from Dillard University. Prior to joining the campus in May 2013, Ms. Heffner worked as a health program coordinator at a community health center, and was an adjunct faculty and externship coordinator at other post-secondary institutions.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable

No graduates were reported on the 2012 Campus Academic Report (CAR) for these programs.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Guest speakers have been invited to enhance the program and give students a sense of what is expected in the healthcare field from the practicing healthcare providers. Medical assisting students participated in the National Dental Association Centennial Celebration Community Outreach Health Fair offering vital signs checks to the participants. The programs hold annual advisory board meetings where members of the medical community are invited to share their professional experience. The committee

members provide the campus with industry trends and needs such as new technology products, processes, software, and recommend content and hands-on training that should be considered for the programs.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☐ Yes ☒ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
No graduates were reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.32 What is the current student/teacher ratio?
The current student/teacher ratio is 7:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice
Bachelor's Degree in Criminal Justice: Major In Administration
Bachelor's Degree in Criminal Justice: Major In Investigation
Bachelor's Degree in Criminal Justice

9.01 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Sharon Rauch, program chair, administers the Criminal Justice programs. She has been the program chair since October 2007. She holds a bachelor's degree in Psychology from George Mason University and a master's degree in Criminal Justice from Northeastern University. Ms. Rauch has over seven years of experience in corrections, counseling and administration.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The campus utilizes the following community resources to enrich the Criminal Justice programs: a program advisory committee; field trips; guest speakers; and community events. The next program advisory committee meeting is scheduled for November 2013 and the team reviewed May 2013, November 2012, and May 2012 committee meeting minutes. Students have taken field trips to the Fairfax County Library; Fairfax County Adult Education Center; U.S. Supreme Court; Center for Missing and Exploited Children; and Drug Enforcement Museum. Guest speakers include officers from the Metropolitan Police Department: Gangs and Criminal Sub-Culture; Prince William County Probation agency; U.S. Patent & Trade Office; and Mental Health Advocacy. Students have participated in the following community events: Tour del Cure (Bicycle Race) for American Diabetes Association; Blood Drive; Help Fight Hunger; and assisted with the Shelter House project. The team was provided documentation to verify these activities.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were no graduates from the academic associate's degree in Criminal Justice, bachelor's degree in Administration and bachelor's degree in Investigations reported on the 2012 CAR.

Bachelor's degree in Criminal Justice: 4 (Currently in teach-out mode)

How many calls to employers or graduates were successful?
Bachelor's degree in Criminal Justice: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The 3 successful calls confirmed the employment of the graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team interviewed students and faculty, and reviewed course syllabi to verify out-of-class work is evaluated. Faculty provided the team with homework assignments submitted by students with graded elements, and students provided access to their homework assignments and graded homework.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
Students interviewed by the team stated they were pleased with the program, instructors, campus support, and open communication.

COMMENDATIONS:
The team commends the campus for providing a mock courtroom to enhance the students' learning experience.

9. PROGRAM EVALUATION

Bachelor's Degree in Business Administration- Accounting

Bachelor's Degree in Business Administration - Healthcare Management

Bachelor's Degree in Business Administration-Management

Academic Associate's Degree in Business Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Lawrence Langhorne, program chair, is responsible for the adminstration of the Business programs. Mr. Langhorne has a bachelor's degree in Business Administration and a master's degree in Management, and extensive managerial experience in the banking and service industries.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☒ Yes ☐ No ☐ Not Applicable (Additional location only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program utilizes the following community resources to enrich the Business programs: field trips, students take trips to several companies to conduct interviews with local business people; business clubs, the program chair has initiated a student club to increase networking relationships between students and future employers; and a professional advisory committee (PAC). The PAC is managed by the program chair, and includes members from several companies that contribute to the learning environment and new directions for the program. The program chair actively recruits new members.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were no graduates who were placed from the academic associate's degree program.
Bachelor's degree program in Business Administration: 1

How many calls to employers or graduates were successful?
Bachelor's degree program in Business Administration: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There was 1 successful contact that confirmed the employment of the graduate as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

In the academic associate's degree program, one student was not placed based on medical reasons as documented in the 2012 CAR. There is an email statement from the student stating medical reasons are preventing her from obtaining employment.

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Student assignments are based on research of job propsects for companies in the Annandale area. The team verified proof of these out-of-class assignments with the instructors.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor's Degree in Information and Network Technologies: Major in Computer Forensics

Bachelor's Degree in Information and Network Technologies: Major in Network Management

Bachelor's Degree in Information and Network Technologies: Major in Systems Securities

Academic Associate's Degree Information and Network Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Maxwell Adjei-Turim administrates the programs. Mr. Adjei-Turim holds a bachelor's degree in Information Technology from the American Intercontinental University, a master's of Business Administration from University of Phoenix, and Cisco Certified Network Associate and Academy Instructor certifications. Prior to joining the campus, Mr. Adjei-Turim was the program chair of the Management Information Systems/Business program at Florida Career College for three years, network administrator at South County Mental Health Institute for two years, systems administrator at National PETScan Management for two years, and technical support representative at The Answer Group for three years.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Information and Network Technologies programs utilize a professional advisory committee (PAC), field trips, and guest speakers to gain insight from industry professionals and to ensure students are learning the necessary skills to compete for jobs in the local workforce.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Academic associate's degree program in Information and Network Technology: No graduates
Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1
Bachelor's degree program in Information and Network Technology: 3
Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3

How many calls to employers or graduates were successful?
Academic associate's degree program in Information and Network Technology: No graduates
Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1
Bachelor's degree program in Information and Network Technology: 3
Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Academic associate's degree program in Information and Network Technology: No graduates
Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1
Bachelor's degree program in Information and Network Technology: 3
Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team reviewed graded homework during the classroom interviews.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.

☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The team found the programs were well-conceived, directed, and taught.

COMMENDATIONS:
The team found a well run campus with competent caring faculty, administration and staff, all dedicated to the single goal of student success. Students interviewed are pleased with the education they receive and feel they are acquiring the necessary skills to be competitive in the global market place.

9. PROGRAM EVALUATION

Academic Associate's Degree in Graphic Design and Multi Media
Bachelor's Degree in Animation
Bachelor's Degree in Visual Communications

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jeff Fiore administers the Graphic Design, Visual Communications and Animation degree programs. He holds a bachelor's degree in Digital Media/Animation from East Tennessee State University and a master's degree in Interactive Design and Game Development from Savannah College of Art and Design. Mr. Fiore has been at the institution for about four and one-half years and in the position of academic chair for two years. As chair, he oversees a total of one full-time and five part-time instructors, and teaches approximately eight hours a week in addition to his duties as program administrator. He holds professional membership in the American Institute of Graphic Arts (AIGA), and has worked for drafting firms as an architectural draftsman for survey drafting and website design, a freelance designer, and as the owner and director of his own design firm, J. Fiore Studio.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The greater metropolitan Washington, DC area offers a wide range of unique professional applications for design students in the fields of graphic design, animation and visual communications. The program advisory committee (PAC) members represent a range of individuals from corporate, educational and design fields, who come to the campus as guest speakers and act as curriculum advisors. The Art Director's Club of Metro Washington, which offers student memberships, allows professional networking opportunities for the students. A relationship has been created between the Annandale Chamber of Commerce and Graphic Design students to work together on the production of banners, public area graphics, and high profile logos for the purpose of establishing a new, contemporary identity to enhance the City of Annandale's commercial public space and tourist appeal.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree in Graphic Design: 2
Bachelor's degree in Visual Communications: 3
Bachelor's degree in Animation: 5

How many calls to employers or graduates were successful?
Academic associate's degree in Graphic Design: 2
Bachelor's degree in Visual Communications: 3
Bachelor's degree in Animation: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful calls confirmed the employment of graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was presented with graded homework, recorded grades, and student portfolios.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The team reviewed student portfolios in the areas of video, graphic design and photography and found them to be adequate for the purpose of securing employment in their particular area.

9. PROGRAM EVALUATION

Bachelor's Degree in Construction Management

Academic Associate's Degree in Construction Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Ronald Keele, lead instructor, is assigned to administer the programs. He holds a master's degree from the University of Maryland, a bachelor's degree in Civil Engineering from Virginia Tech, a certificate in Safety Engineering and as a Professional Engineer. Mr. Keele has more than 25 years of industry experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☐ Yes ☐ No ☒ Not Applicable

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The programs use the following community resources: field trips such as visits to various Washington D.C. rail line construction sites; guest speakers who present topics such as Green Technologies, Revit, and AutoCad software; and a program advisory committee (PAC) whose members are local industry professionals.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☒ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Construction Management: No Graduates
Bachelor's degree program in Construction Management: 6

How many calls to employers or graduates were successful?
Academic associate's degree program in Construction Management: No Graduates
Bachelor's degree program in Construction Management: 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All 5 successful contacts confirmed the employment of the graduates as reported on the 2012 CAR.

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
(Section 3-1-303(a)): Based on backup documentation including self-described job duties from each organization, the following three bachelor's degree in Construction Management graduates who were classfied on the 2012 CAR as being placed in a related field are not accurately classified:

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The course instructors provided graded homework that was relative to the course objectives.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☐ Yes ☐ No ☒ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The team found the program chair, lead instructor, and faculty are passionate about assuring students are well-informed about the changes in the construction industry. Several guest speakers have presented information on Green Technology.

9. PROGRAM EVALUATION

Academic Associate's Degree in Computer Aided Drafting/Architectural Design

Bachelor's Degree in Interior Design

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jeff Fiore, program chair, administers the Computer Aided Drafting/Architectural Design and Interior Design programs.

As previously noted, he holds a bachelor's degree in Digital Media/Animation from East Tennessee State University and a master's degree in Interactive Design and Game Development from Savannah College of Art and Design. Mr. Fiore has been at the institution for about four and one-half years and in the position of academic chair for two years. As chair, he oversees a total of one full-time and five part-time instructors, and teaches approximately eight hours a week in addition to his duties as program administrator. He holds professional membership in the American Institute of Graphic Arts (AIGA), and has worked for drafting firms as an architectural draftsman for survey drafting and website design, a freelance designer, and as the owner and director of his own design firm, J. Fiore Studio.

Mr. Fiore's academic and experiential background makes him well suited to be the program chair. However, he does not have sufficient expertise in Interior Design, so he is supported by Ms.Kirstin Bonner, lead instructor of the Interior Design program. Ms. Bonner holds a bachelor's degree in Interior Design from Mount Vernon College, and has worked at the Annandale campus for the last six years and has been lead instructor for the last three years. Her work experience includes 12 years as principal of her own design firm, and 9 years as design manager of office furniture firms. Ms. Bonner's academic and experiential background makes her well-suited for the lead instructor position.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
There is documented evidence of guest speakers, field trips, portfolio presentations, and professional advisory committee meetings. One unique event was the creation of Annandale's Historic Town Center. The scope of the project was to reclaim a circular area in the heart of Annandale. Using urban design techniques, the space will include revised automobile patterns, landscaping, façade definitions, and local signage. The project involved all the programs in the School of Design. Ultimately, the project was presented to Annandale Chamber of Commerce.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-513(b) and Glossary): Course prerequisites are not being appropriately followed for the following students' program sequence:

(b)(6)

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Computer Aided Drafting/Architectural Design: 3

Bachelor's degree program in Interior Design: 4

How many calls to employers or graduates were successful?
Academic associate's degree program in Computer Aided Drafting/Architectural Design: 2
Bachelor's degree program in Interior Design: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Out-of-class work was evaluated through graded quizes, tests, in class presentations, turned in papers and turned in projects.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

☒ Yes ☐ No

GENERAL COMMENTS:

The team found the students and instructors demonstrate a passion and dedication to learning.

COMMENDATIONS:

The team found one unique program activity was to recreate Annandale's Historic Town Center. The scope of the project was to reclaim a circular area in the heart of Annandale, and then using urban design techniques, the space included revised automobile patterns, landscaping, façade definitions, and local signage. The project involved all the students in the school of design programs and, ultimately, it was presented to Annandale Chamber of Commerce.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1.	**Sections 3-1-111 and 3-1-441(c)**	Follow-up studies on graduates are not being conducted by the institution at specific measuring points following placement of the graduates (pages 4 and 13).
2.	**Section 3-1-202(b)**	Documentation of evaluations is not maintained for all faculty members (page 6).
3.	**Section 3-1-303(a)**	The team cannot verify that three students in the bachelor's program in Construction Management are appropriately classified on the CAR (page 47).
4.	**Section 3-1-420 and Appendix D**	The team finds that the implementation of the satisfactory academic progress (SAP) policy does not comply with the requirements of the *Accreditation Criteria* (pages 10-11).
5.	**Section 3-1-513(b)**	Courses are not available when needed by the student in the normal pursuit of the program and prerequisites are not being followed (page 51).
6.	**Section 3-1-516(a)(i)**	There is not appropriate documentation to evidence that students in one course are meeting for an appropriate number of contact hours (page 16).
7.	**Section 3-1-543 and Glossary**	Documentation of professional growth is not available for all faculty members (pages 17-18).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration. *(These recommendations are not included in the report seen by the Council)*:

1. That staff files be maintained to contain all pertinent information and verifying documents of staff credentials and professional experience.

2. The team found during interviews with two separate groups of Medical Assisting students enrolled in the diploma and degree progams, that students are mandated to complete some medical testing before being placed at the externship sites. Students expressed dissatisfaction with the requirements stating they were not informed about the mandatory testing at enrollment or before the externship placement, and they were put in very difficult circumstances related to their inability to pay for these tests. During the time of the visit, the team investigated the concern and found the campus does provide students with a statement at the time of the admisssion that verbates the requirements. Although the statement is clear, given the confusion expressed by the students the team recommends the campus specifically explain this specific requirement in the enrollment agreement, at the time of admission, so students are made aware and understand what is required before they get to the externship placement phase of the program.

3. That some equipment be updated to more current industry standards especially in the areas of grapic design and animation. Students stated, as per interview, that work could be expedited with newer, updated versions of both hardware and software equipment.

4. The majority of the Interior Design classes are taught in two rooms in the West Wing 6th floor. Neither of those rooms has computers installed in them; when computers are needed they bring in a cart of laptops. It is recommended that additional computers be provided in the rooms for the students to use before, during, and after class.

5. Expanding the part-time instructor pool for the Interior Design program to allow for a more diverse experience perspective and teaching approach.

6. More faculty observations on an ongoing basis.

ADDITIONAL LOCATION INCLUSION

ITT TECHNICAL INSTITUTE
2895 NE Loop 410
San Antonio, TX 78218
ACICS ID Code: 00070456

Mr. Barry Bailey, Director (b)(6) @itt.tech.edu)
(b)(6) @itt-tech.edu

MAIN CAMPUS
ITT Technical Institute
Indianapolis, IN 46268
ACICS ID Code: 00016040

September 19-20, 2013

Dr. Alvin J. Marrow	Chair	Retired Academic Dean, Florida Metropolitan University - North Orlando	Winter Park, FL
Ms. Maura K. Wilson	Student-Relations Specialist	Director, Retired, Flagler College	Albany, OR
Ms. Mary Gail Lowery	Educational Activities Specialist	Retired, Alabama Department of Education	Gatlinburg, TN
Mr. Tom Phillips	IT Programs Specialist	Professor, Retired, Gibbs College	Tinton Falls, NJ
Ms. Silvia Gimbutas	Drafting and Design Specialist	Instructor, Westwood College	Chicago, IL
Mr. Ian R. Harazduk	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
ITT TECHNICAL INSTITUTE
SAN ANTONIO, TEXAS

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science degree	Academic Associate's degree	Drafting and Design Technology	1315	93	29/0	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Electrical Engineering Technology	1315	93	41/1	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Network Systems Administration	1315	93	64/3	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Industrial Engineering Technology*	1315	93	0	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Software Development*	1315	93	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Electrical Engineering and Communications Technology**	2524	180	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Information Systems and Cybersecurity**	2594	180	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Software Development**	2523	180	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Project Management and Administration – Project Management and Administration Option, Construction Option, and Information Technology Option**	2326	180	0	n/a	n/a	n/a	n/a
		TOTAL ENROLLMENT			138				

n/a The campus enrolled its first students in June 2012. Data is not available for these programs. There were no graduates at the time of the visit.

* Anticipated starting dates for these programs are as follows: Industrial Engineering Technology (December 2013), Software Development (March 2014).

** Anticipated starting dates for these programs are as follows: Electrical Engineering and Communications Technology (December 2014), Information Systems and Cybersecurity (September 2014), Software Development (2015), and Project Management and Administration-Project Management and Administrative Option, Construction Option, and Information Technology Option (September 2014).

INTRODUCTION

The ITT Technical Institute in San Antonio is part of a nationwide system of over 140 campuses in 38 states owned and operated by ITT/ESI, which is headquartered in Carmel, Indiana. The campus, which opened its doors for classes in June 2012, currently offers three academic associate's degree programs and anticipates expanding its offerings at both the associate's and bachelor's degree levels. The campus, located in the heart of the Alamo country, mainly attracts students from the San Antonio metropolitan area, with a population of over 1.5 million, and includes a large contingent of students (30%) from 3 major military bases in the area. In addition, the student population, consisting of mainly adult and evening learners, is representative of the local community demographics, the breakdown by race is 41.7% Hispanic, 26.7% Caucasian, 13.3% African-American, 3.3% Asian-American, and 15% undisclosed; and by gender, 85% male and 15% female.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement can be found on page 2, volume 9, of the 2013-2014 catalog.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.

☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒ Yes ☐ No
(b) Student placement.
☐ Yes ☐ No ☒ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☐ Yes ☐ No ☒ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☐ Yes ☐ No ☒ Not Applicable (new additional location only)
(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus measures student learning outcomes using four measures - capstone courses, capstone assessment data, student engagement, and student success. For the first measure, capstone courses, many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the student's understanding of the program objectives. Beginning in December 2013, when the first capstone courses are offered, the campus dean will start tracking class average grades for capstone courses and develop a history of data that can be used to analyze student learning outcomes. For the second, capstone assessment data, the campus assesses specific learning outcomes through the application of an assessment rubric (communication skills, teamwork, critical thinking, et al.). As assessment data becomes available after the first capstone classes are offered, the faculty will begin reviewing proficiency levels achieved by graduates and take measures for continuous learning outcomes improvement. For the third, the campus measures student engagement by taking into account student attendance and the ability of the student to complete program courses. Data is currently being collected by the dean to measure student engagement. For the fourth, student success is measured by dividing the number of passing students by the number of student attempts. The number of students starting and passing a course is an indicator of the potential to achieve student learning outcomes. Data is currently being collected by the dean to measure student success.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

At the time of the visit, the campus was either beginning to or planning to collect data, with charts included, on the five required elements of the CEP. With baselines for each element already established, the data collected will be used to improve the educational offerings at the campus.

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☐ Yes ☐ No ☒ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☐ Yes ☐ No ☒ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus lists a number of goals and initiatives that it will undertake to meet its retention goals to include the following: improve student engagement; reduce student attrition: increase opportunities to build a sense of college community; increase tutoring opportunities, specifically with faculty and peer mentors; increase the use of guest speakers; provide a number of academically-focused student activities such as a student news broadcast, membership in clubs and associations, and career-related training exercises; and increase contact with students who do not attend class or are doing poorly in their academic studies.

Without any graduates, the campus does not list any specific placement activities and goals.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Mr. Barry Bailey, campus director, is responsible for implementing and monitoring the CEP. Mr. Bailey has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute-Tucson, Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation. Mr. Bailey's professional development includes attendance at an ACICS Accreditation Workshop (November 2011), participation in the Career Colleges and Schools of Texas (CCST) conference (November 2012), and membership in CCST.

As chair of the CEP committee at ITT Technical Institute-San Antonio, Mr. Bailey has been instrumental in putting together a dynamic team of individuals to assist him in the development and implementation of the plan. Mr. Bailey's CEP team consists of the following individuals: the dean, director of finance, director of recruitment, registrar, and faculty representatives from each school of study.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☐ Yes ☐ No ☒ Not Applicable (new additional location or initial applicant only)

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No

(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Barry Baily, campus director, is responsible for the financial oversight of the campus. As previouly noted, he has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute, Tucson, Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Barry Baily, campus director, is the on-site administrator. As previously noted, Mr. Bailey has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute, Tucson, Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

COMMENDATIONS:
The team was impressed with the campus administration's attitude of "students come first." Students are the most important commodity on campus; their issues, needs, and wishes must come center-forward. The campus administration must be commended for its emphasis on students and their welfare. This student-oriented philosophy is reflected in the positive remarks made by students who were asked about their experience on campus. By focusing on students, the campus is commended for fulfilling the needs and aspirations of students and setting the stage for the establishment of a truly dedicated college community.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
Thirty-five student files were reviewed which included 25 active students and 10 drop students. Three of the 25 active students were on Satisfactory Academic Progress (SAP) probation, and two of the drop students had been dismissed for SAP. The campus has had no graduates at the time of the site visit.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Ms. Sylvia Astorga serves as the director of recruitment for the campus. Ms. Astorga holds a bachelor's degree in Occupational Education from Wayland Baptist University and an associate's degree in Instructor Technology from Community College of the Air Force.

Ms. Astorga has served as director of recruitment since March 2012. Prior to that she served as manager of recruitment for ITT for four years. Her additional experience includes 18 years as an Air Force recruiter and recruiter instructor, as well as contract recruiter for an insurance company.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team interviewed students, admissions representatives, the director of recruitment, and the director of finance as well as reviewed active and drop student files (there were no graduates at the time of the visit).

During interviews, students indicated the recruiting practices of the campus are ethical and reflect the objectives of the programs. They expressed satisfaction with the process and with their understanding of what would be expected of them as students.

A review of student files indicated appropriate records are on file, all students toured the campus prior to enrolling, and all admissions documentation is in order.

All recruiting personnel at the campus undergo a comprehensive training program in which they must complete activities, have those assessed and ultimately become "certified" on the interview presentation; this is documented on an e-Campus transcript in the learning management system. On-going training takes place weekly. Additionally, representatives are observed quarterly by the director of recruitment who sits in on phone calls and prospective student interviews.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.
☒ Yes ☐ No

(b) Services.
☒ Yes ☐ No

(c) Tuition.
☒ Yes ☐ No

(d) Terms.
☒ Yes ☐ No

(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☒ Yes ☐ No

If *Yes,* is evidence of licensure or registration on file?
☒ Yes ☐ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☒ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress are published in the ITT Technical Institute catalog with a publication date of September 10, 2013 on pages 32-37.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

A warning status.
☐ Yes ☐ No ☒ Not Applicable (campus does not use)

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No

An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study

The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)

The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes,* is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. Ricardo Navejar, academic dean, is responsible for the administration of satisfactory academic progress (SAP), reviewing student records, and ensuring each student who is not making SAP is advised as to the campus' SAP requirements. Mr. Navejar holds a master's degree in Business Administration and a bachelor's degree in Mechanical Technology and Computer Drafting Design from the University of Houston. He has served as dean for one and one-half years. Prior to transferring to the ITT San Antonio (East) campus, Mr. Navejar was a Computer Drafting and Design (CDD) instructor/chair for nine years, and has prior experience as an AutoCAD drafter for two years.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☐ Grants.
(c)☐ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?

☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Mr. Jacob Garcia, director of finance, is responsible for the on-site administration of student financial aid. Mr. Garcia holds a bachelor's degree in Business Administration from the University of Texas at San Antonio. He has held this posiion since August 5, 2013. Previously, he had served as a financial aid coordinator for ITT for three years, and has held various finance and collection positions for eight years.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
During the visit, the director of finance registered as a member of the Texas Association of Financial Aid Administrators (TASFFA). At the time of the visit, Mr. Garcia had held the director of finance position for only six weeks. During that time, he participated in four E-courses: "Finance Management 101," "FAC Coaching and Development," "Sexual Harassment Awareness for Supervisors and

Managers," and "Eligible Student Admissions." In his three years as financial aid coordinator, Mr. Garcia had particpated in nine other E-courses.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The campus holds student orientation sessions each quarter for new students. The sessions are held twice on two different dates and the dean, faculty, and campus managers greet new students and explain program expectations. Financial aid staff meet with students to ensure financial paperwork has been completed, and career services discuss career choices and trends. The orientation agenda also includes a review of campus policies and expectations including attendance policies, the student handbook, effective study habits, grievance policies, and other general questions.

The campus offers advisement. Students are referred to outside professional agencies for in-depth counseling. Tutoring by academic personnel is available to all student who are failing or performing below expectations and is coordinated through the learning resource center (LRC). In addition, staff assist students with other issues affecting retention such as transportation and part-time employment.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☐ Yes ☐ No ☒ Not Applicable

The campus has not had any graduates.

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Although the first graduating class will not complete until February 2014, the position of director of career services was filled by Ms. Cidalin Rojas-Nava in August of 2013. Ms. Rojas-Nava holds a bachelor's degree from Texas A&M - Corpus Christi in Criminal Justice and an associate's degree from Del Mar College in Criminal Justice. Prior to joining ITT in August 2013, Ms. Rojas-Nava served in a variety of roles with other educational institutions including director of career services for three years, school director for six years, and as an instructor of cosmetology for two years.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 6
The ending enrollment reported on the previous year's CAR is 6

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The campus utilizes SmartForms for entrance counseling and provides each student with copies of their cost summary and a "Payment Addendum to Enrollment Agreement" (CSPA) which specifies financial obligations for the academic year (three academic quarters). A new CSPA is created each academic year and reviewed with the student by a financial aid coordinator. When students graduate, drop or are dropped by the campus, an exit interview is conducted or mailed to the students outlining their responsibilities for loans. Students are given a debt management guide, deferment eligibility chart, and a repayment estimator chart to assist in making decisions about their student loans. Contact numbers and e-mail addresses of lending institutions and other important offices are provided to students for possible future use. If the student is unavailable for an appointment, exit interview documents are sent by certified mail.

4.67 Describe the extracurricular activities of the campus (if applicable).
Extracurricular activities of the campus include the following: student appreciation grills; field trips; awards ceremonies honoring attendance and grades; and a number of major-affiliated honor societies and associations.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Mr. Ricardo Navejar, academic dean, oversees all of the educational activities. As previously noted, Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
There is a constant flow of program development from the corporate office to the campus' administrative team. The campus academic dean, supported by subject matter experts, faculty and staff, is ultimately responsible for the development, administration and the academic integrity of the programs offered at the campus. The dean and faculty participate in faculty meetings, professional development plans, and in-service trainings. In addition, the campus has a signed job description detailing duties and responsibilities of faculty in matters of academic governance.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No

5.11 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable

5.12 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

5.13 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.15 What provisions are made for individual differences among students?
Provisions are made for students with individual differences and/or special needs through following Americans with Disabilities Act (ADA) requirements and through flexibility in the organization and administration of instruction. Students with special needs may request special assistance provided appropriate documentation is disclosed and presented to the director of the campus for consideration.

Faculty members are encouraged to use a variety of teaching styles and methods to accommodate diverse learning styles and individual differences. The campus provides early intervention by academic personnel by offering tutoring and mentoring for students who need assistance with their programs of study. Faculty members encourage all accelerated students to undertake extra projects and to assist fellow students when possible.

All theory and lab classrooms have LCD projectors with DVD playing capabilities. The campus opened in June 2012 and furnished classrooms with new furniture and computers in well-lighted and clean classrooms which encourages an environment for effective classroom instruction.

5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The corporate-driven curriculum has a systematic process of curricula evaluation, revision and change. Central campus faculty interact with national chairs who specialize in a particular industry or area of expertise for each program of study offered at the campus. Faculty may also submit suggested changes and additions to syllabi and course learning resources to the dean for implementation.

5.17 Does the faculty participate in this process?
☒ Yes ☐ No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☐ Yes ☐ No ☒ Not Applicable (campus does not award such credit)

5.20 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)

(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
The team verified documentation of a systematic process of in-service training and professional growth activities through team-led meetings. Personnel files included professional development plans to enhance faculty expertise.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

GENERAL COMMENTS:
The team observed a very dedicated faculty and an energetic and engaged student population. The academic dean, faculty members, and staff were extremely excited about all programs of study and specifically, the success of their students.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The campus, located off interstate 410, contains 20,378 square feet consisting of theory classrooms, laboratories, administrative offices, a library, and bookstore. The parking area is large enough to meet the maximum capacity of 440 students and staff. The facility is in compliance with ADA as well as other federal, state, and local ordinances and regulations. Working environments for finance, recruitment, career services, and academic affairs exist along with a student lounge, testing rooms, computer labs, theory classrooms, and a learning resource center. The facility is clean and environmentally pleasing; it meets the needs of students, staff, and faculty.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used for the evaluation visit is the ITT Technical Institute, San Antonio (NE LOOP 410), Texas 2013-2014 catalog, volume 9, published on September 10, 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.
☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No

(c) The names and titles of the administrators.
☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No

(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.
☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No

(h) An academic calendar.
☒ Yes ☐ No

(i) A full disclosure of the admission requirements.
☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No

(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No

(p) The transfer of credit policy.
☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.
☒ Yes ☐ No

(t) A statement describing the student services offered.
☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes,* does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?
☐ Yes ☒ No

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☒ No

7.08 Is the catalog available online?
☒ Yes ☐ No

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises through television advertisements, brochures, mailers, flyers, and online through its website and banner advertisements.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus routinely publishes occupational codes for all of its programs, on-time graduation rates, costs, placement rates, and media loan debt. It should be noted that the information presented is an aggregate for all ITT Technical Institute campuses under the Inadianapolis main campus which includes the San Antonio additional location.

Where is this information published and how frequently is this information being updated?
The information is published on the institution's website and is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The campus library is supported by corporate personnel to ensure the level of library resources needed is provided in relation to programs offered at the campus. The learning resource center (LRC) coordinator is constantly seeking information from students, faculty, and lead instructors in the development and utilization of an adequate base of library resources, in a continuous assessment strategy for library resources and adequate staff, and in providing training for faculty and students in LRC resources.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $2,087 or .1% of tuition revenue in addition to the use of the corporate-managed virtual library.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
At the time of the visit, the campus has spent $375 or 18% of the budget for periodical, library equipment and other resource and reference materials.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
All first quarter students are introduced to the LRC and the virtual library through classroom visits and/or scheduled programs in the LRC. All faculty members are required to participate in tutoring logistics of the virtual library to ensure how students can benefit from the use of the virtual library. Faculty members are required to create a virtual library assignment for students for research projects in addition to other library assignments.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The library offers full-text online support for all of the programs offered by the campus through various electronic resources and physical collections. Full-text library materials and services are available at times consistent with the typical student's schedule in both day and evening programs including EBSCOHost, Gale, Books 24/7, and Ebrary. The library provides a variety of online periodical database full-text articles on topics in the arts, sciences, social sciences, humanities, and mathematics fields.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
The campus has two full-time library assistants, Ms. Nancy Castro and Ms. Courtney Parker. Ms. Castro holds a bachelor's degree in Business and an associate's degree in Behavioral Sciences from Concordia University in San Antonio, and has four years of experience as a banker. Ms. Parker holds a bachelor's degree in English from Texas State University in San Marcos and has five years of experience as a library technician and assistant. The assistants are members of the Texas Library Association. The assistants share on-site library hours which are 9 a.m. until 9 p.m. on Monday through Friday and 9 a.m. until 2 p.m. on Saturday.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Drafting and Design Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Ricardo Navejar, academic dean, administers the program. As previously noted, Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Three field trips and two guest speakers, which are described below, have been provided to enrich the Drafting and Design Technology program.

A field trip was taken to the U.S. Army Corps of Engineers where students were exposed to construction activities in progress. On a visit to CDS Muery Engineers and Surveyors students observed the use of Computer Aided Design (CAD) by this consulting firm that offers civil engineering, surveying, 3D laser scanning and mapping services. In April 2013, a visit was taken to the Methodist Specialty and Transplant Hospital in San Antonio where students toured the facilities and reviewed reports from the Environmental Protection Agency analyzing indoor air quality and other hospital system requirements. All field trips are documented with waiver and release forms signed by the student and faculty participants.

Documentation of presentations given by the following guest speakers is on file: architect Billy Johnson from Studio Industrielle who presented examples of his work and how he applies different sketching and drawing techniques in the design process; and Mr. Rudy Montanez, a CAD Manager operator, who spoke about his work experience to the students.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references

☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
N/A

How many calls to employers or graduates were successful?
N/A

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
N/A

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☒ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☐ Yes ☐ No ☒ Not applicable

9. PROGRAM EVALUATION

Academic Associates Degree in Electrical Engineering Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Ricardo Navejar, academic dean since April 2012, administrates the program. As previously noted, he holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston, and has experience as an instructor and department chair.

Mr. Navejar is assisted by subject-matter expert, Mr. Robert McCullar. Mr. McCullar holds an associate's degree in Electronical Engineering Technology from ITT Technical Institute in San Antonio, Texas and a bachelor's degree in Occupational Technology from Wayland Baptist University in San Antonio, Texas.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The following community resources have been used to enrich the program: a field trip to Southwest Research Institute on February 11, 2013, where students observed practical work in electronics; and a guest speaker, Sergeant Shaun D. Canfield, who spoke to the GS1145 Strategies for the Technical Professional class on November 26, 2012, on the topic of "Interview for Success."

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-512(c)): There are not sufficient community resources utilized to enrich the program. While one program-specific field trip was held and one general topic was presented by a guest speaker, this limited use of community resources is insufficient to enrich the program. The self-study submitted by the campus mentions the importance of an advisory committee as a community resource in program development and revision, student placement, selection of learning materials and recruitment of faculty and guest speakers. Section 5.8.1 of the self-study states advisory committees are "being formed and will meet during the June 2013 quarter." While the team was provided a general agenda for a proposed meeting date of October 24, 2013, the team was not provided with specific evidence to show an advisory committee was being formed. In addition, the campus provided no evidence of scheduled field trips, guest speakers, or other resources to be utilized by this program in the future.

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
N/A

How many calls to employers or graduates were successful?
N/A

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
N/A

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

COMMENDATIONS:
All of the students interviewed by the team expressed great satisfaction with the instructors, administration, their program, and the campus in general.

9. PROGRAM EVALUATION

Academic Associates Degree in Network Systems Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Ricardo Navejar, academic dean since April 2012, administrates the program. As previously noted, he holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration both from the University of Houston; and has instructor and department chair experience.

Mr. Navejar is assisted by subject-matter expert, Mr. Mario Martinez. Mr. Martinez holds a bachelor's degree in Composite from Texas A&M University; an associate's degree in Computer Technology from Laredo Community College in Laredo, Texas; and is CompTIA A+ and Network+ certified.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
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☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The following community resources have been used to enrich the program: a field trip was taken to Randolph-Brooks Federal Credit Union on October 17, 2012, where students observed the credit union's working data center; and a guest speaker, Sergeant Shaun D. Canfield spoke to the GS1145 Strategies for the Technical Professional class on November 12, 2012, on the topic of "Interview for Success."

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☒ No

(Section 3-1-512(c)): There are not sufficient community resources utilized to enrich the program. While one program-specific field trip was held and one general topic was presented by a guest speaker, this limited use of community resources is insufficient to enrich the program. The self study submitted by the campus mentions the importance of an advisory committee as a community resource in program development and revision, student placement, selection of learning materials and recruitment of faculty and guest speakers. Section 5.8.1 of the self-study states advisory committees are "being formed and and will meet during the June 2013 quarter." While the team was provided a general agenda for a proposed meeting date of October 24, 2013, the team was not provided with specific evidence to show an advisory committee was being formed. In addition, the campus provided no evidence of scheduled field trips, guest speakers, or other resources to be utilized by this program in the future.

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(h) Instructional methods
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(i) Assessment criteria
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(k) Date the syllabus was last reviewed
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☒ Yes ☐ No
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9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
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9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

COMMENDATIONS:
All of the students interviewed by the team expressed great satisfaction with the instructors, administration, their program, and the campus in general.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1	**Section 3-1-512(c)**	There is not sufficient use of community resources to enrich the academic associate's degree programs in Network Systems Administration and Electrical Engineering Technology (pages 26, 29 and 30).

RECOMMENDATIONS

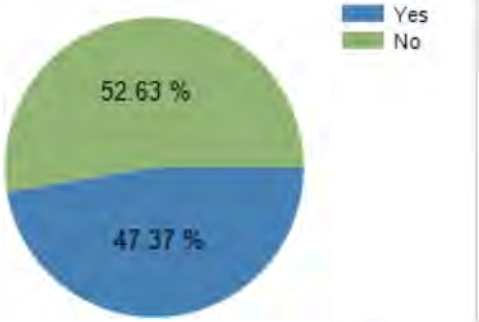
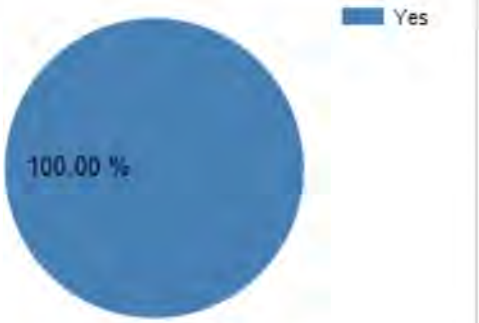
The evaluation team offers the following recommendations for the institution's consideration *(These recommendations are not included in the report seen by the Council)*:

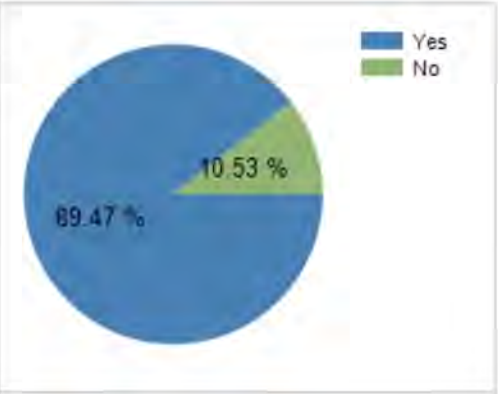
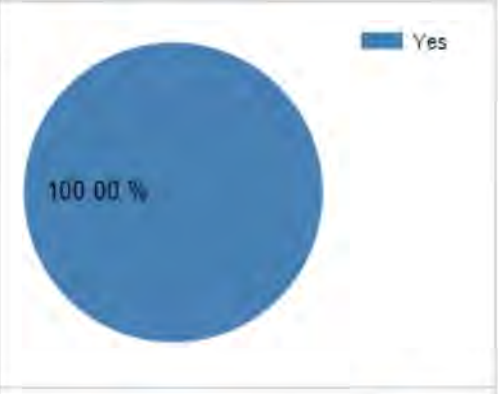
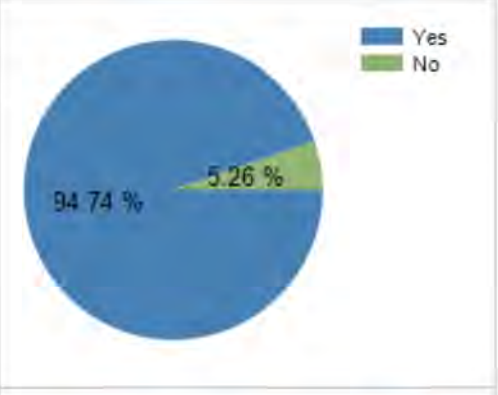
Drafting and Design Technology:

- That a projector be provided in the Drafting and Design Technology classroom to support the mode of instructional delivery to students in the program.
- Students should receive a package with drawing materials that includes a drawing board and proper drawing tables with parallel or T-rulers. These items should be included in the package of supplies that students receive at the beginning of the term.

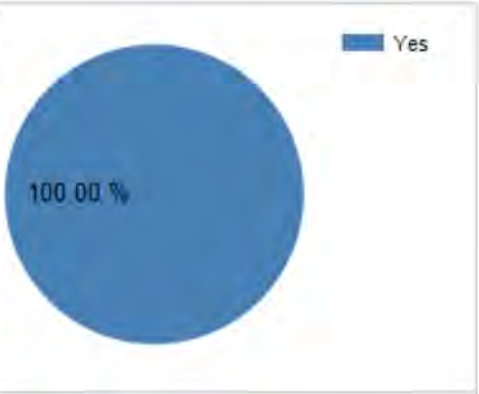
Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs.

Student Survey Response Summary Graph

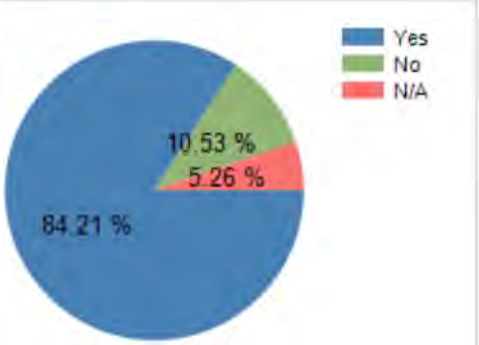
Personify Id	Survey Question	Category	Count	
00070456				
	1.1. Do you have other postsecondary or college education?	Yes	9	
		No	10	
	1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?	Yes	14	
		No	0	
		N/A	4	
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs	Yes	19	

	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school	Yes	17	
		No	2	
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees	Yes	19	
	2.2. Did you receive a catalog or provided access to an online catalog?	Yes	18	
		No	1	
	2.3. Did the catalog accurately portray programs, services and policies of the institution?	Yes	19	
		No	0	

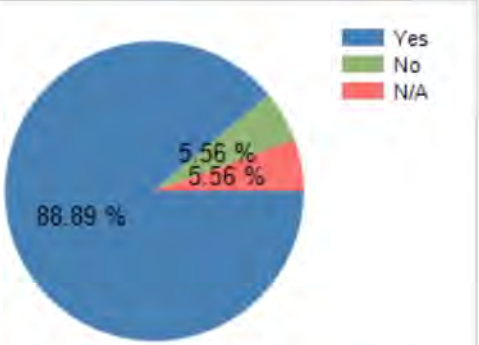
	2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?	Yes	19
		No	0



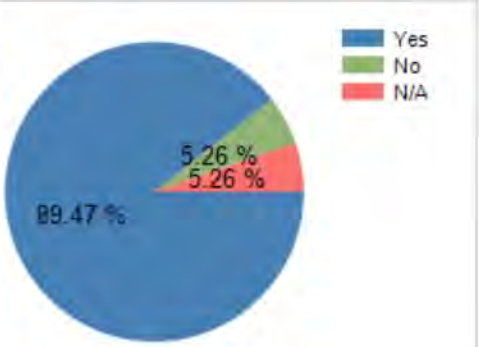
	3.1. Do you receive financial aid?	Yes	16
		No	2
		N/A	1

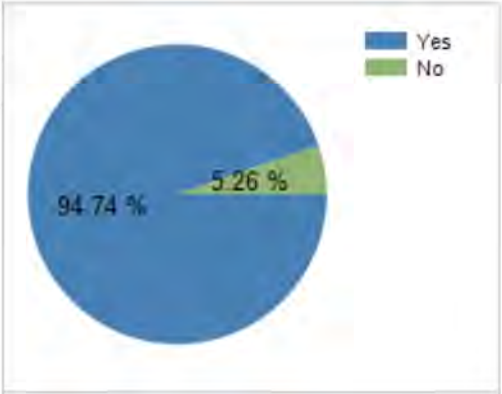
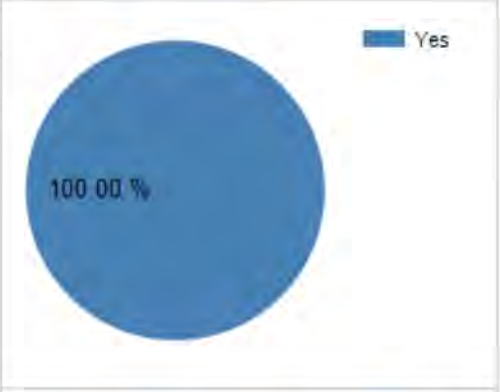
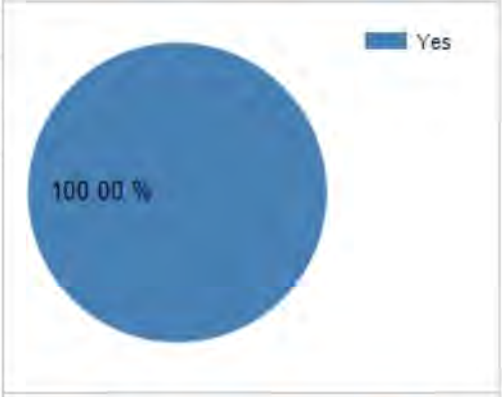


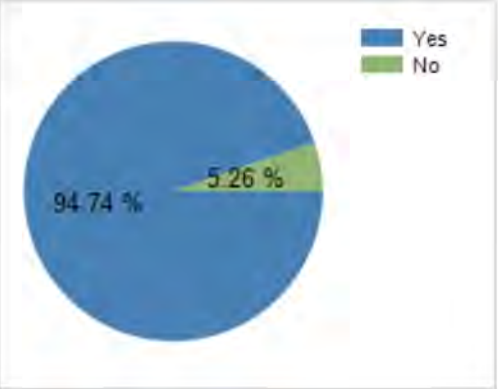
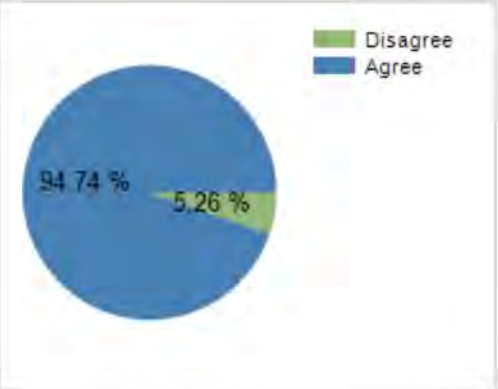
	3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?	Yes	16
		No	1
		N/A	1



	3.3. Are you aware of your loan repayment obligations?	Yes	17
		No	1
		N/A	1



	4.1. Do you know when you will complete your program?	Yes	18	
		No	1	
	4.2. Are your instructors available to provide additional help?	Yes	19	
		No	0	
	4.3. Are computers, lab equipment, etc. in good working order?	Yes	19	
		No	0	
		N/A	0	
	4.4. Were textbooks available when you started classes?	Yes	19	
		No	0	

	4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?	Yes	18	
		No	1	
	5.1. Overall, I am satisfied with the quality of education I am receiving.	Disagree	0	
		Agree	19	
	5.2. I would recommend this school to others.	Disagree	1	
		Agree	18	

ADDITIONAL LOCATION INCLUSION VISIT REPORT

ITT Technical Institute, Douglasville
5905 Stewart Parkway
Douglasville, Georgia 30135
ACICS ID Code: 00107729

Thomas Pitts, Director, (b)(6) @itt-tech.edu
(b)(6) @itt-tech.edu

MAIN CAMPUS
ITT Technical Institute, Indianapolis
Indianapolis, Indiana 46268
ACICS ID Code: 00016040

September 23-24, 2013

Dr. Gine Thomes-Cotter	Chair	Vice-president of academic affairs (Ret.)	Phoenix, AZ
Ms. Patricia (Pan) Fuchs	Student-Relations Specialist	Corinthian Colleges, Inc.	Los Angeles, CA
Mr. Dennis E. Wenger	Educational Activities, Library, & Business Management Specialist	Kaplan University	Hagerstown, MD
Ms. LaVerne Lewis	Criminal Justice Specialist	Deputy, Muitnomah County Sheriff's Office	Gresham, OR
Mr. Charles E. Saunders	Networking & Electrical Engineering Specialist	Consultant	Owens Cross Roads, AL
Ms. Moema C. Shortridge	Design & Drafting Specialist	Westwood College	Denver, CO
Ms. Torri Hayslett	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
ITT Technical Institute
Douglasville, Georgia

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement 2012 Ret.	2012 Pla.	2011 Ret.	2011 Pla.
Associate of Science	Academic Associate's	Business Management*	1,015	94.5	7	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Criminology and Forensic Technology*	1,021	93.0	29	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Drafting and Design Technology*	1,098	93.0	22	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Electrical Engineering Technology*	1,098	93.0	37	100%	N/A	N/A	N/A
Associate of Science	Academic Associate's	Networking System Administration*	1,114	94.5	45	100%	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Electrical Engineering and Communication Technology**	2,105	180.0	0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Information Systems and Cybersecurity**	2,164	180.0	0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Project Management and Administration (PMA)** PMA option** IT options** Construction option**	1,940 2,050 2,039	180.0	0	N/A	N/A	N/A	N/A
		TOTAL ENROLLMENT			140				

* Program reviewed for the first time.

** Program scheduled to begin enrolling for September 2014 start.

INTRODUCTION

ITT Technical Institute, Douglasville, is one of over 140 similar institutions operated by ITT Educational Services, Inc. (ITT/ESI), which is based in Carmel, Indiana. ITT-Douglasville's mission is to provide technology-oriented programs to students seeking associate's degrees. It opened in June 2012 with a student body of 20 that has grown to its current population of approximately 140. Starting in September 2014, the campus will begin offering bachelor degree programs.

ITT-Douglasville students are predominantly male—72.1% male to 27.9% female; primarily self-identified as African-American or Black, non-Hispanic (44.2%); 41.4% Caucasian or White, non-Hispanic; and the remaining 14.4% divided between Hispanic and undisclosed. Students are between the ages of 17 and 61-plus; majority of the students are within the 21-40 year-old range. The largest program is the Networking Systems Administration, which represents 28.85% of all students according to the 2012 Campus Effectiveness Plan (CEP). The smallest is the Business Management program, which represents 12.5% of the students.

The campus is located conveniently off I-20 near the Douglas Crossing Shopping Center in Douglasville. Douglasville was founded in 1875 by the Georgia General Assembly and is the county seat for Douglas County. Downtown Douglasville is listed on the National Register of Historic Places as an outstanding example of a turn-of-the-century southern railroad town. The town's architecture shows examples of buildings from the Victorian era to the early mid-20th century. The dominant feature of Douglasville is the railroad right-of-way running through downtown.

As with many smaller towns across the country, when I-20 was located south of downtown, many retail functions moved to areas along the interstate. Downtown Douglasville still hosts a number of professional, retail, and government functions while no longer serving as the primary shopping area for the region. The largest employers in the immediate Douglasville area are Walmart, Kroger, and the American Red Cross. As of the 2010 census, Douglasville had a population of 30,961 and is considered to be part of the Greater Atlanta area of Georgia.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The campus mission statement is located on the inside front cover of the 2013-2014 ITT-Douglasville catalog.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒ Yes ☐ No
(b) Student placement.
☐ Yes ☐ No ☒ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☐ Yes ☐ No ☒ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☐ Yes ☐ No ☒ Not Applicable (new additional location only)

(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The student learning outcomes used by the campus consist of Grade Point Average (GPA) analysis, pre- and post-tests, and entrance assessments. The outcomes are assessed through Satisfactory Academic Progress (SAP) review, course grades, faculty evaluations by the students, skills checklists, and program assessments.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☐ Yes ☐ No ☒ Not Applicable
(b) The data used by the campus to assess each outcome.
☐ Yes ☐ No ☒ Not Applicable
(c) How the data was collected.
☐ Yes ☐ No ☒ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☐ Yes ☐ No ☒ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☐ Yes ☐ No ☒ Not Applicable (new additional location)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☐ Yes ☐ No ☒ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus has created a position of Manager on Duty (MOD), a person who is available for all students from 6:00 p.m. until 11:00 p.m. This person is responsible for assisting students with any issues they might have. The campus has also initiated a student hotline which is checked daily for messages. Messages are then routed to the appropriate department for action. Also, key staff members will go into classrooms to give motivational and inspirational presentations to encourage students to remain in school and graduate. Additional orientation will be provided for new instructors to enhance their teaching techniques, grade and attendance reporting, and student advisement skills. Students will be encouraged to develop personal support teams through workshops and social activities.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Mr. Thomas Pitts, director of the campus, is responsible for implementation and monitoring of the CEP. Mr. Pitts has a bachelor's degree in Business Administration from the University of Memphis and a master's of Divinity degree from Mercer University. Prior to his position at ITT-Douglasville, Mr. Pitts was the district director of operations for ATI Enterprises, a system of four campuses located in the southwest. Mr. Pitts has also been the pastor of a church, managing its budget and providing counseling, as well as a director of strategic sales development for a national company that handled research and development activities for organizations across the United States.

Mr. Pitts is supported by a local CEP committee composed of the dean, the director of finance, the director of recruitment, the director of career services, the registrar, and faculty members from each school of study within the campus. The functional directors work within their departments to perform the actions included in the CEP.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

GENERAL COMMENTS:
Because it is a new campus, ITT-Douglasville does not have statistical data accumulated that is usually found at a more mature campus. ITT-Douglasville does have good plans in place for building retention and placement percentages as the campus grows.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Pitts, campus director, is responsible for the financial oversight of the campus. As noted previously, Mr. Pitts has managed budgets and personnel in a number of occupations including as a church pastor, as a director of operations for a school system, and as a representative for a national company developing sales strategies. Mr. Pitts also holds a bachelor's degree in Business Administration and a master's of Divinity degree.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Pitts, campus director, is the on-site administrator at the ITT-Douglasville campus. As previously stated, he has a bachelor's degree in Business Administration and a master's of divinity degree. Mr. Pitts has over 15 years experience in occupations ranging from owner of a rental property through church pastor, director of strategic sales development, and district director of operations. In all these occupations, Mr. Pitts had the opportunity to manage people and be responsible for successful outcomes for the various operations.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes*, is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 24 student files.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
The director of recruitment, Mr. Robert Smith, oversees student recruitment. He has worked in various admissions capacities for nine years. He worked in admissions at Strayer University for four years before being hired by ITT in April 2008 at its Kennesaw, Georgia, campus. He was promoted to manager of recruitment in 2011 and promoted to director of recruitment when this campus opened in March 2012.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The campus provides an extensive training program comprised of 15 modules in eCampus that all new recruitment representatives must complete prior to their second round of training which is given by the director of recruitment during the new representatives' second week on the job. For all representatives, Mr. Smith conducts role-playing sessions each Wednesday, meets with the entire team each Friday, and conducts one-on-one meetings with each representative every week. He has various faculty members meet with the team to discuss product knowledge. Additionally, Mr. Smith has a sheet of do's and don't's related to admissions compliance; and he observes each of his team members three or four times per quarter. All of these activities are to ensure the representatives continue to follow the admissions scripts created by the corporate office and that they have a clear understanding of the programs offered. The corporate office has sent shoppers to check the recruitment processes three times in the past year and a half, and the team passed each interview without any areas of non-compliance.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☒ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☐ Yes ☒ No

FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The terms of satisfactory academic progress are published on pages 32-36 of the 2013-2014 ITT-Douglasville catalog.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

A warning status.
☐ Yes ☐ No ☒ Not Applicable (campus does not use)

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No

An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study

The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)

The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☐ Yes ☐ No ☒ Not Applicable

Students continue to be eligible for financial aid while on probation. The campus does not use the financial aid warning status as part of its SAP policy.

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Satisfactory academic progress is monitored by the dean, Mr. Robert Lindsey. He holds both a bachelor's and a master's degree in Civil Engineering from Bradley University. He worked as a civil engineer for eight years prior to being hired by ITT, first as an instructor in the Drafting and Design program, then promoted to chair of that program in 2010, and finally promoted to the dean's position when this campus opened in early 2012.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a) ☒ Scholarships.
(b) ☒ Grants.
(c) ☒ Loans.
(d) ☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes*, have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Mr. Cody Hugley, the director of finance, is responsible for administering financial aid at this campus. He holds a bachelor's degree in Business from American InterContinental University. After working in the banking industry for five years, he transitioned to financial aid processing as a financial aid administrator at ITT in Kennesaw, Georgia. He worked in this position for four years prior to being promoted to the director of finance position at ITT-Douglasville when it opened in March 2012.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Mr. Hugley participates in the quarterly financial aid training sessions provided by the corporate office. Additionally, he is supported by the regional financial aid lead who works at the ITT campus in Duluth, Georgia, as well as by a specialist at the corporate office. He is a member of the Georgia Association of Student Financial Aid Administrators, which is also a source of changes in financial aid administration.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
Student services include new student orientation; carpooling; quarterly student appreciation days to recognize students with perfect attendance, honors grades, and those who have participated in the Student Professional Experience program; referrals to local support services; tutoring; and an extensive peer learning program. Since all of the students currently attend night classes, the dean has arranged for a local caterer to provide complete meals four evenings a week for $5.00, which has improved students' timeliness to class and retention. In classes, students can participate in five minutes of fame where they speak about their experiences in the workplace or other subjects pertinent to the course. This provides a way for students to share their experiences and practice public speaking.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☐ Yes ☐ No ☒ Not Applicable

If *Not Applicable*, explain:
The campus will not have its first class of graduates until March 2014.

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
The director of career services, Mr. Eric Williams, oversees counseling students on employment opportunities. He holds a bachelor's degree in Data Processing Technology from Florida A&M University. His work experience includes manager of several assisted living facilities, supervisor of an office of the census bureau, five years as a career services director and director

of international student services for Herzing University, associate director of student financial services at Florida A&M University, and office manager at a state one-stop career center. He was hired by ITT in his current position in September 2012.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
Loan repayment is presented in all of the required entrance and exit counseling programs mandated by the U.S. Department of Education. The majority of default management is conducted by the corporate office with the campus providing to them any current or contact information regarding students who have withdrawn from school.

4.67 Describe the extracurricular activities of the campus (if applicable).
Currently there are student clubs for the Drafting and Design Technology and Network System Administration programs. Clubs for the other majors are currently forming with officer elections to be held this quarter. Habitat for Humanity projects are a major focus for students from all of the programs offered at the campus. Each quarter students compete in projects related to their major. All projects are displayed and voted on by all students, staff, and visitors to the campus. The winner's and top three finalists' projects are then put on display for the subsequent quarter. These competitions provide a chance for new students to compete with more advanced students to display their talents.

COMMENDATIONS:
The team commends the management staff for their professionalism and passion as they work together to support the student experience. As a new campus, all of the managers have been chosen for their qualifications, and it is apparent from their interaction and their familiarity with their students that they have coalesced into an effective team to support the students and the campus as it grows.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Mr. Robert Lindsey, dean, is assigned to oversee the educational activities at the ITT-Douglasville campus. Mr. Lindsey holds a bachelor's and master's degree in Civil Engineering from Bradley University. Prior to his employment by ITT in 2009, Mr. Lindsey worked as a project manager for several engineering firms.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
According to the job descriptions that were reviewed by the team, the program administrators have sufficient authority for the development of the academic programs at ITT-Douglasville campus. This is evidenced by statements in the job descriptions, such as "creates academic goals and objectives", "ensures compliance with policies and procedures", and "delivers quality student services."

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No

FOR ALL CAMPUSES

5.13 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.15 What provisions are made for individual differences among students?
The student population served by ITT Douglasville campus is very diverse. As a result, faculty members are trained to relate appropriately with students of all ethnic, gender, and religious groups.

5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.
At the end of each quarter, students complete a course evaluation in which they are asked to evaluate the curriculum. Faculty complete a curriculum critique as a part of closing out the course at the end of each quarter. The results of both of these surveys are reviewed by the corporate curriculum managers. The program advisory committees (PAC) review the curricula when they meet and make recommendations for changes. The corporate curriculum committee consists of representatives from the various districts within the company. This committee is the final arbiter of any changes to the curriculum.

5.17 Does the faculty participate in this process?
☒ Yes ☐ No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☐ Yes ☐ No ☒ Not Applicable (campus does not award such credit)

5.20 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
Appropriate in-service documentation is maintained in faculty files, and faculty confirmed participation in-service training during interviews with the team.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
ITT Technical Institute, Douglasville, is a relatively new campus located at 5905 Stewart Parkway, Douglasville, Georgia. The campus is situated in a strip mall that is in the process of redevelopment with the building occupying 18,966 square feet within the mall. Parking is provided at the location and is plentiful for students, faculty, and staff. The campus provides classrooms, computer and electronic labs, and a resource center for student use. Three classrooms are awaiting buildout when campus size warrants the need. Campus equipment is adequate for the size of the student body and appropriate for the curricula. The campus provides a student lounge area that includes an outside shaded spot with picnic tables for student use. To enhance wellness on the campus, foodstuffs in the lounge vending machines are checked for nutritional value. Any items that do not meet the fat/carbohydrate/sugar content levels that have been predetermined by nutritional experts are removed.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

GENERAL COMMENTS:

The building is well-designed for student use. It is a welcoming facility that is open and bright, making it a nice place in which to spend time beyond the normal school day.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the evaluation visit is the ITT–Douglasville, Georgia, 2013-2014 Catalog, volume 10, with a published date of September 4, 2013, and an effective date of September 4, 2013 – September 4, 2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.
☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No

(c) The names and titles of the administrators.
☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No

(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.
☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No

(h) An academic calendar.
☒ Yes ☐ No

(i) A full disclosure of the admission requirements.
☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No

(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No

(p) The transfer of credit policy.

☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.

☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

☒ Yes ☐ No

(t) A statement describing the student services offered.

☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

☒ Yes ☐ No

If *Yes*, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

☒ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

☒ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?

☐ Yes ☒ No

7.07 Does the catalog contain an addendum/supplement?

☐ Yes ☒ No

7.08 Is the catalog available online?

☒ Yes ☐ No

If *Yes*, does it match the hard copy version?

☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?

☐ Yes ☒ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises online, through television commercials, direct mailers, flyers, brochures, radio, and newspaper.

Are all print and electronic advertisements under acceptable headings?

☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The institutional performance information provided to the public includes information on placement, retention, tuition costs and fees, possible occupations, and on-time graduation rate.

Where is this information published and how frequently is this information being updated?
The information is published online and updated on an annual basis.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Faculty receive periodic emails from the librarian encouraging them to submit requests for new resources to support the academic programs.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $6,252.00.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
Ninety-two percent of the current year's library budget has been spent; allocated as follows: professional development $148; virtual library $2,252; journals $1,857; and books $374.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
The team observed, from reviewing syllabi, that faculty inspire and motivate students to use the library by including research papers, projects, and other library assignments in their courses.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The online collections available to students includes periodical, reference,and full-text databases including ProQuest, EbscoHost, LexisNexis, AccessScience, Gale Virtual Reference Library, Ebrary, and NetLibrary.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Mr. David Stanovcak is the on-site librarian. Mr. Stanovcak holds a bachelor's degree in Theater from Cleveland State University and a master's degree in Library Information Science from the University of Wisconsin. Mr. Stanovcak has been a college librarian since 2000. His on-site hours are Monday through Friday from 2 p.m. to 10 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No

(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Business Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
As the dean, Mr. Robert Lindsey is assigned to oversee the educational activities at the ITT-Douglasville campus. Mr. Lindsey holds a bachelor's and a master's degree in Civil Engineering from Bradley University. Prior to his employment by ITT in 2009, Mr. Lindsey worked as a project manager for several engineering firms.

Ms. Stephanie Hannah, subject matter expert, assists Mr. Lindsey in administering the Business Management program. Ms. Hannah has a bachelor's degree in Accounting from the University of West Georgia, a bachelor's degree in Business Administration from Georgia Highlands College, and a master's degree in Accounting from Southern Polytechnic State University. Ms. Hannah was employed as a financial manager for James Bond, Inc. and as a compliance officer for the City of Marietta, Georgia.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?

☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Business Management program is a very small program at the Douglasville campus; however, two students have completed work assignments at local businesses, including the Chamber of Commerce. The team was provided with the minutes of the campus program advisory committee (PAC) meeting that was held on April 24, 2013.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminology and Forensic Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
As the dean, Mr. Robert Lindsey is assigned to oversee the educational activities at the ITT-Douglasville campus. Mr. Lindsey holds a bachelor's and a master's degree in Civil Engineering from Bradley University. Prior to his employment at ITT in 2009, Mr. Lindsey worked as a project manager for several engineering firms.

Mr. Lindsey is assisted by Mr. David Coleman, the subject matter expert for the Criminology and Forensic Technology program. Mr. Coleman holds a master's degree in Public Safety and Leadership from Mercer University, and is a veteran of 13 years in service with the Atlanta Police Department, currently serving as a homicide detective.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:

(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has strong community support as witnessed by the guest speakers and field trips presented in alliance with Cobb County criminal justice programs. Field trips have included a trip to the Cobb County Jail on January 31, 2013, to observe the booking process, at which four students participated. Other field trips include Cobb County 911 center on May 6, 2013, when nine students participated. Guest speakers in 2013 included Major Gary Dennis and Lt. Michael Tankersley from Cobb County who spoke to the *Introduction to Criminal Justice* class. Out-of-state field trips included a two-day regional conference conducted by the American Criminal Justice Association in North Charleston, South Carolina, in October 2012. Students attended workshops on subject matters relating to crime scene investigations, firearms, physical agility, juvenile justice issues, and criminal report writing. The conference was attended by nine students.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods

☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☒ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:
Students interviewed were positive and upbeat, which indicate their dedication to the program and their focus on an educational future with the school.

Several program students stated they would enjoy more guest speakers in the criminal justice field including the TSA program with Homeland Security, the private security field, and investigative and firearms training.

9. PROGRAM EVALUATION

Academic Associate's Degree in Drafting and Design Technology

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

As the dean, Mr. Robert Lindsey is assigned to oversee the educational activities at the ITT-Douglasville campus. Mr. Lindsey holds a bachelor's and a master's degree in Civil Engineering from Bradley University. Prior to his employment at ITT in 2009, Mr. Lindsey worked as a project manager for several engineering firms. In addition, Mr. Lindsey is the program chair of Drafting and Design.

Mr. Michael Tchouaffe is the School of Drafting and Design Technology program/course lead, although he is not teaching this term. He is a registered architect with the Georgia Board of Architects and Interior Design, and holds a master's degree in Architecture from the Georgia Institute of Technology.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has offered field trips, speakers, and participation in the Student Professional Experience program. There is evidence of field trips related to the general education courses for the Drafting and Design Technology program and student professional experience in the Drafting and Design Technology program, although there were no evidence of core course field trips or speakers for the Drafting and Design Technology program.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9. PROGRAM EVALUATION

Academic Associate's Degree in Network Systems Administration

Academic Associate's Degree in Electrical Engineering Technology

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
As the dean, Mr. Robert Lindsey is assigned to oversee the educational activities at the ITT-Douglasville campus. Mr. Lindsey holds a bachelor's and a master's degree in Civil Engineering from Bradley University. Prior to his employment by ITT in 2009, Mr. Lindsey worked as a project manager for several engineering firms.

Mr. Christopher Okafor is the lead instructor in the Network Systems Administration (NSA) program. Mr.Okafor holds a bachelor's degree in Electrical Engineering Technology (EET) and a master's degree in Physics from Alabama A&M University. Mr. Okafor is a part-time instructor in Physics at Georgia Perimeter College in Atlanta, Georgia, and is the owner of Coka Communications, Inc. in Douglasville, Georgia.

Mr. James Hester is the lead instructor in the EET program. Mr. Hester holds a bachelor's degree in Electrical Engineering Technology from Southern Polytechnic State University and has attends North Carolina State University while working on a master's degree in Electrical Engineering. Mr. Hester works at Murata Electronics as a business development engineer and as an adjunct instructor in the EET Program at ITT Technical Institute in Kennesaw, Georgia.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The NSA and EET programs utilize a program advisory committee (PAC), field trips, and guest speakers to gain insight from industry professionals and to ensure students are learning the necessary skills to compete for jobs specifically in the Atlanta area.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
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☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)

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9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No

(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☒ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:
The programs are well-conceived, directed, and taught.
COMMENDATIONS:
This is a well-run campus with competent caring faculty, administration, and staff--all dedicated to the single goal of student success. Students interviewed are pleased with the education received and feel they are acquiring the necessary skills to be competitive in the global marketplace.

SUMMARY

There are no areas of non-compliance.

RECOMMENDATIONS

The evaluation team offers the following recommendations for the campus's consideration *(These recommendations are not included in the report seen by the Council.)*:

General

- That a definition of "Student Outcomes" be included in the CEP. This will give more clarity to the following discussion in the document that focuses on data analysis.

Criminal and Forensic Technology

- When updating or reviewing each course syllabus on file for the Criminology and Forensic Technology program, include the date of review on the front page.

Drafting and Design Technology

- More field trips related to the core courses of the program.

Electrical Engineering Technology and
Network Systems Administration

- The campus provide full-time lead instructors for the programs; currently utilizing part-time instructors on a rotating basis potentially results in confusion and an inconsistent decision-making process for the programs and, more importantly, for the students.

REEVALUATION

ITT TECHNICAL INSTITUTE
10208 Technology Drive
Knoxville, TN 37932
ACICS ID Code: 00016042

Mr. Bradley Parish, Director
(b)(6) @itt-tech.edu

MAIN
ITT Technical Institute
Indianapolis, IN
ACICS ID Code: 00016040

Dates of Visit: September 26-27, 2012

Richard Lynch	Chair	University of Georgia	Athens, GA
Diana Igo	Student-Relations Specialist	Minnesota School of Business- Blaine	Maple Grove, MN
Thomas Mosely	Education Activities	Alabama Department of Education (retired)	Boaz, AL
Alex Yarbrough	Criminal Justice Programs	Virginia College	Birmingham, AL
Randy Roof	Drafting and Design Programs	Education Consulting	Hendersonville, TN
Owate Akeh Chujor	Electronics Technology Programs	Minnesota School of Business	Brooklyn Center, MN
Mark Baldwin	Drafting and Design Programs	Devry University	Golden, CO
Carlton Lawrence	Information Technology Programs	New York Life	Denver, CO
DeWayne Johnson	Information Technology Programs	Westwood College	Los Angeles, CA
Mary Fleck	Business and Project Management Programs	Ignite	Haslet, TX

Kathryn Sellers	Staff Representative	ACICS	St. Augustine, FL

PROGRAMS OFFERED BY
ITT TECHNICAL INSTITUTE
KNOXVILLE, TN

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2011		2010	
						Ret.	Pla.	Ret.	Pla.
Bachelor of Applied Science Degree	Bachelor's Degree	Information Systems and Cybersecurity *	2164	180	19 FT / 1 PT	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Information Systems Security	2080	180	7 FT	82.4%	100%	100%	75%
Bachelor of Applied Science Degree	Bachelor's Degree	Data Communication Systems Technology	2100	180	1 PT	77.4%	66.7%	85.45%	**57.14%**
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management	2040	180	1 FT	76.3%	100%	100%	0%
Associate of Applied Science Degree	Academic Associate's Degree	Network Systems Administration *	1058	90	50 FT / 22 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Information Technology – Computer Network Systems	1090	96	33 FT / 16 PT	79.7%	67.4%	76.25%	80%
Associate of Applied Science Degree	Academic Associate's Degree	Software Development Technology	1120	96	2 FT / 1 PT	76.6%	0%	91.3%	0%
Bachelor of Applied Science Degree	Bachelor's Degree	Electrical Engineering and Communications Technology **	2127	180	0	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Electronics and Communications Engineering Technology	2110	180	5 FT	95%	85.7%	89.47%	100%
Associate of Applied Science Degree	Academic Associate's Degree	Electrical Engineering Technology *	1058	90	40 FT / 18 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Computer and Electronics Engineering Technology	1120	96	14 FT / 3 PT	66.9%	84%	63.49%	87.5%
Bachelor of Applied Science Degree	Bachelor's Degree	Digital Entertainment and Game Design	2100	180	3 PT	87.8%	66.7%	86.44%	**18.18%**
Associate of Applied Science Degree	Academic Associate's Degree	Drafting and Design Technology *	1058	90	14 FT / 13 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Graphic Communications and Design *	1058	90	14 FT / 8 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Computer Drafting and Design	1140	96	11 FT / 5 PT	68.7%	59.4%	73.73%	70.37%
Associate of Applied Science Degree	Academic Associate's Degree	Visual Communications	1110	96	21 FT / 4 PT	72.1%	**37.5%**	68.4%	**57.14%**
Bachelor of Applied Science Degree	Bachelor's Degree	Business Management **	1896	180	0	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management and Administration – Project Management and Administration Option *	1940	180	31 FT / 4 PT	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management and Administration – Construction Option	2039	180	0	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management and Administration – Information Technology Option	2050	180	0	N/A	N/A	N/A	N/A

Associate of Applied Science Degree	Academic Associate's Degree	Business Management *	970	90	8 FT / 6 PT	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Criminal Justice	1880	180	17 FT / 5 PT	86.1%	61.9%	76.92%	61.54%
Associate of Applied Science Degree	Academic Associate's Degree	Criminology and Forensic Technology *	981	90	63 FT / 10 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Criminal Justice	1020	96	41 FT / 15 PT	69.2%	64.5%	66.99%	80%
Associate of Applied Science Degree	Academic Associate's Degree	Paralegal **	981	90	0	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Paralegal Studies	1030	96	1 FT / 2 PT	**41.9%**	0%	84.62%	0%
		TOTAL ENROLLMENT			529				

Notes: Type in bold any retention rate below 62.0% and any placement rate below 58.0%. Delete either Sem. or Qtr. in the column 3 heading. Add or delete rows as needed.

* Program reviewed for the first time. **Most programs being reviewed for the first time are essentially revised programs for ITT campuses; that is, programs that are being changed from 4.0 credit hours awarded for most courses to 4.5 credit hours for most courses and from 96 quarter total credits hours to 90 quarter credit hours required in academic associate degree programs. The academic associate's degree program in Business Management is being offered for the first time this term, but is not replacing a similar program previously offered at this campus.**

** **The following are plans for programs with no current enrollment, all start dates are based on student demand and perceived employer need: (a) bachelor's degree in Electrical Engineering and Communications Technology, expected start in June 2013, (b) bachelor's degree in Project Management and Administration (Construction option), anticipated start in September of 2013; (c) bachelor's degree in Project Management and Administration (Information Technology option), anticipated start in 2014; and (d) academic associate's degree in Paralegal, anticipated start in 2014.**

*** For any program (s) not reviewed because of specialized accreditation, please indicate which program(s), the specialized agency, and the grant expiration date (s). **N/A**

INTRODUCTION

ITT-Knoxville is one of many campuses (~140 in 35 states) owned and operated by ITT/ESI (ITT Educational Services, Inc.). The school opened in March, 1988 and moved into its current location in 2004. It is anticipated that the campus facility will be relocated in December of 2012.

All campuses (i.e., additional locations) owned and operated by ITT/ESI have the same management structure. A director acts as a general manager at the specific location and oversees academic affairs, career services, finance, recruitment, and the registrar at that campus. The campus director reports to a district manager, who in turns reports to the senior vice president for operations at the central administration office in Indianapolis, IN.

At this campus, the various programs are administered into five schools: Information Technology, Electronics, Drafting and Design, Criminal Justice, and Business. Each school is headed by a school director. Some programs within the various schools are also headed by a lead instructor. The programs identified in the table above are currently being offered or, as noted, will soon be offered. In addition, the campus anticipates offering a program in Nursing, has employed a program chair to launch the program, and will begin the promotion and recruitment process as soon as various approvals have been received.

ITT Tech has developed new 4.5 credit hour courses, leading to 90 quarter credit hour academic associate degree programs. This campus is teaching out the current 4.0 credit hour per course/96 quarter total credit hour programs and replacing them with the 4.5 credit hour per course, 90 total quarter credit hour programs. The "new" programs now consist of 20 courses instead of 24, or 90 hours instead of 96. In the December quarter of 2011, the Knoxville campus added the identified new 4.5 credit/90 hour programs. Those students who were enrolled in

a 96-credit hour program remained in that existing program with new students enrolling in the new 90-credit hour program. The new programs will allow students to complete an academic associate degree program in 6 2/3 quarters instead of eight.

The majority of the students (87%) at the Knoxville location attend evening classes. They tend to be full-time and male; less than 30% of the students are female. Twenty-seven percent of the students identified themselves as Caucasian; however, the majority of students (~65%) do not disclose their racial identification.

The campus is authorized by the Tennessee Higher Education Commission to operate as a postsecondary institution through June 30, 2013. The campus is also approved by the State of Tennessee for vocational rehabilitation and for training of veterans by the Tennessee Higher Education Commission, Veterans' Education Division.

MISSION

1.01 Response submitted by Academic Administrative Center

1.02 Response submitted by Academic Administrative Center

1.03 Response submitted by Academic Administrative Center

1.04 Response submitted by Academic Administrative Center

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?

☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?

☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?

☒ Yes ☐ No

1.08 Does the campus have its own CEP, separate from the institution's IEP?

☒ Yes ☐ No

1.09 Does the CEP describe the following?

The characteristics of the programs offered.

☒ Yes ☐ No

The characteristics of the student population.

☒ Yes ☐ No

The types of data that will be used for assessment.

☒ Yes ☐ No

Specific goals to improve the educational processes.

☒ Yes ☐ No

Expected outcomes of the plans.

☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?

Student retention.

☒Yes ☐ No

Student placement.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Level of graduate satisfaction.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Level of employer satisfaction.

☒Yes ☒ No ☐ Not Applicable (new branch only)

Student learning outcomes.

☒ Yes ☐ No

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.

ITT/ESI uses a centralized curriculum development model, meaning that all course syllabi, course outlines, objectives, and examinations are standardized to ensure that the desired program and course outcomes are demonstrated by the student. All courses include at least one midterm and a final exam that are to be given to all students. It is company policy; however, that individual faculty members can select learning activities at the unit level to maximize use of student's learning styles and academic abilities. Within that framework, the following are the student learning outcomes for the various programs at this campus.

School of Business

According to information in the campus catalog and Self Study, the student learning outcomes identified with programs currently administered in the School of Business are as follows:

- Bachelor's degree in Project Management and Administration – helps students understand the project planning process, including the project life cycle, requirements and scope of quality assurance plans, techniques and tools used in project management for planning, scheduling, and creating strategies to identify risks and quantify their impact. The program offers graduates an opportunity to develop knowledge and skills to help them pursue careers in a variety of entry-level project management and administration positions.

- Bachelor's degree in Project Management and Administration (Information Technology option) – helps students understand how to apply principles of information technology, computer systems management, and business operations to the planning, management, and evaluation of information technology in organizations.

- Bachelor's degree in Project Management and Administration (Construction option) - knowledge and skills needed to lead the management of variety of projects in the construction industry. Students learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring, and controlling a project through an integrated process to meet identified requirements

through project completion on time and on budget. The program is also designed to foster critical thinking, analysis, and communication skills.

- Bachelor's degree in Business Management – exposes students to fundamental knowledge and skills utilized in entry-level business positions. Students study a variety of concepts in marketing, sales, accounting, communications, finance, and management as well as teamwork, technology, and problem solving. Upper-division courses expose students to advanced management, quantitative analysis, business forecasting, leadership, and business policy.

- Academic associate's degree in Business Management - exposes students to fundamental knowledge and skills utilized in entry-level business positions. Students study a variety of concepts in marketing, sales, accounting, communications, finance, and management as well as teamwork, technology, and problem solving.

In discussions with faculty and students and a review of course materials, the team concluded that assessment takes place through course projects, modeling, portfolios, a capstone course, and written and computer-generated examinations.

School of Criminal Justice

According to descriptive information in the campus catalog, the student learning outcomes identified with programs currently administered in School of Criminal Justice are as follows:

- Bachelor's degree in Criminal Justice - Teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence, and criminology. Areas of study include law enforcement, the courts, and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. In the bachelor's degree, upper-level courses enhance the study of the criminal justice system and expand into areas such as criminalistics, victimology, and forensics investigations.

- Academic associate's degree in Criminal Justice - Teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence, and criminology. Areas of study include law enforcement, the courts, corrections, criminal investigations, security, policing, and interpersonal skills. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment.

- Academic associate's degree in Criminology and Forensics Technology - student outcomes include the skills needed in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics, investigations, report writing, communications, problem solving and computer coursework.

- Academic associate's degree programs in Paralegal and Paralegal Studies - expose students to fundamental skills utilized in entry-level paralegal and legal assistant positions. The programs introduce the fundamentals of ethics, legal research and writing, law office technology, and specific areas of the law such as criminal law, family law, wills, trusts, and estates and litigation among others. Students are exposed to teamwork concepts technology and multiple approaches to problem solving.

In discussions with faculty and students and a review of course materials, the team concluded that assessment takes place through course projects and final examinations. Course projects include research from legal data bases, field trips to local legal offices, and student individual visitations to firms utilizing paralegal employees.

School of Drafting and Design

According to descriptive information in the campus catalog, the various programs in the School of Drafting and Design have the following as student learning outcomes:

- Bachelor's degree in Digital Entertainment and Game Design – prepare for a variety of entry-level positions involving technology associated with designing and developing digital games and multimedia applications. Program provides a foundation in digital game design through the study of subjects such as gaming technology, game design process, animation, level design, and general education subjects. Job functions that are taught include working as part of team to help design, develop, test, and produce video games or create animations and 3D scenes for use in video games.

- Academic associate's degree in Computer Drafting and Design – prepare for career opportunities in entry-level positions in many diverse areas of technical drafting and design; produce drawings in traditional design and drafting fields; and use appropriate computer-aided drafting with conventional methods of graphic communication to solve drafting and basic design-related problems.
- Academic associate's degree in Drafting and Design Technology – exposure to a variety of fundamental skills utilized in entry-level computer-aided drafting (CAD) and design positions as well as CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms, and records.
- Academic associate's degree in Graphic Communications and Design — exposure to fundamental skills utilized in entry-level graphic design, visual communications, and related positions; explore communicating ideas and concepts through print and interactive multimedia communication; generate technologically appropriate, functional, and aesthetically pleasing solutions for graphic communications and design projects.
- Academic associate's degree in Visual Communications - perform tasks associated with designing and creating interactive multimedia communications and print communications, graphic design, multimedia applications, and other related technical subjects

Learning outcomes utilized by the School of Drafting and Design Technology are measured in a variety of ways throughout the programs offered. In lecture/theory courses, quizzes and examinations are primarily used. The lab courses emphasize proving the theories and determining laws through demonstrations and skill measurement on a wide array of equipment. The school utilizes capstone projects for final evaluation of students before graduation.

School of Electronics Technology

According to descriptive information in the campus catalog and the self-study, the programs in the School of Electronics Technology have the following as student learning outcomes:

- Bachelor's degree in Electrical Engineering and Communications Technology – foundation to prepare for a variety of entry-level positions in fields involving electronics engineering technology, including communication systems. Program offers skills and knowledge in electronic circuitry and communications engineering technology through the study of subjects such as circuit analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus, and additional general education coursework.

- Bachelor's degree in Electronics and Communications Engineering Technology - foundation to prepare for a variety of entry-level positions in fields involving electronics engineering technology, including communication systems. Program offers skills and knowledge in electronic circuitry and communications engineering technology through the study of subjects such as circuit analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus, and additional general education coursework.

- Associate's degree in Electrical Engineering Technology – exposure to a variety of fundamental skills utilized in entry level electrical and electronics technician positions. Subjects provide knowledge and skills for entry-level electrical and electronics engineering technology positions, such as electronic technician, service technician, telecommunications technician, and engineering technicians.

- Associate's degree in Computer and Electronics Engineering Technology – foundation to prepare for careers in a variety of entry-level positions in electronics and computer technology, such as aviation, communications, computers, consumer products, defense, and research and development; acquaint students with certain circuits, systems and specialized techniques used in electronics and computer technology.

Learning outcomes utilized by the School of Electronics Technology are measured in a variety of ways throughout all programs offered. In lecture/theory courses, quizzes and examinations are primarily used. The lab courses emphasize proving the theories and determining laws through demonstrations and skill measurement on a wide array of equipment.

School of Information Technology

According to descriptive information in the campus catalog, the five programs currently offered in the School of Information Technology have the following as student learning outcomes:

- Bachelors' degree in Data Communication Systems Technology – knowledge and skills required to design, deploy, and manage data communications systems and infrastructures. The technical content focuses on theories and applications of various popular data communication technologies and platforms. The curriculum builds upon topics of networking and internetworking standards and protocols, routing, switching, capacity planning, traffic engineering, Web technologies, network service integration, and various configurations that enable desired functions in given systems.
- Bachelor's degree in Information Systems and Cybersecurity – Preparation to cover a range of activities spanning analysis to design and implementation of security systems to security monitoring and countermeasures and ongoing administration. Students study the essentials of information security and the security aspects of common information technology platforms and are exposed to techniques used to deploy and manage security systems and configure solutions.
- Bachelor' degree in Information Systems Security - Preparation to cover a range of activities spanning analysis to design and implementation of security systems to security monitoring and countermeasures and ongoing administration. Students study the essentials of information security and the security aspects of common information technology platforms and are exposed to techniques used to deploy and manage security systems and configure solutions.
- Bachelor's degree in Project Management - knowledge and skills required to serve and lead project teams in a variety of settings. The program offers students the opportunity to learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring, and controlling a project through integrated processes to meet the identified requirements on time and on budget. The program explores various areas of the Project Management Body of Knowledge (PMBOK). The program is also designed to foster critical thinking, analysis, and communication skills.
- Associate's degree in Network Systems Administration – acquire fundamental skills utilized in entry-level computer network systems administration positions, including various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems, and segments of network systems.
- Associate's degree in Information Technology (Computer Network Systems Option) – perform tasks associated with installing, upgrading, and maintaining computer network systems in typical LAN/WAN environments; includes computer programming, survey of operating systems, network design and implementation, and network systems management.
- Associate's degree in Software Development Technology – knowledge and skills to pursue positions involving computer software development. Areas of study include logical and algorithmic analysis and design, object-oriented programming and relational databases programming languages, and development tools. Web scripting and programing, Web services and applications, software development lifecycles, and business and ethical impacts on software development practices are taught and assessed.

Assessment in these programs primarily takes place in laboratories identified with each program through demonstrations on the appropriate equipment and completion of computer-based projects, problems, and simulations of common workplace computer and IT tasks, as well as written and computer-generated examinations.

1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

☒ Yes ☐ No ☐ Not Applicable

The data used by the campus to assess each outcome.

☒ Yes ☐ No ☐ Not Applicable

How the data was collected.

☒ Yes ☐ No ☐ Not Applicable

An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

☒ Yes ☐ No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

☒ Yes ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The campus is committed to monitoring daily attendance, advising students who are absent or at risk for not attending regularly, and monitoring instructor and chair contact with absent students to improve completion. Faculty are monitored very closely on metrics of attendance, retention, and success. Instructors who are not meeting the metrics are redirected, coached, mentored, or reassigned. As for placement, a new director of career services has been employed to enhance the placement role and relationships with the business community. The director will conduct "reputation building events" with the community, increase the number of employer contacts to develop stronger relationships, and create opportunities for employers to visit the campus. Career services staff also plan to conduct and digitally capture mock interviews with students and local employers for training purposes and provide resume, portfolio, and salary negotiation workshops for graduates and pre-graduates.

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

☒ Yes ☐ No

(b) That specific activities listed in the plan have been completed.

☒ Yes ☐ No

(c) That periodic progress reports have been completed.

☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The CEP team consists of the campus director, dean, associate dean, director of finance, director of recruitment, director of career services, registrar, school chairs, and faculty representatives from each school of study at the campus.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

☒ Yes ☐ No

GENERAL COMMENTS:

At the beginning of the visit, the team was concerned that the campus had insufficient data and information on two elements of its CEP: graduate satisfaction and employer satisfaction. Further there was insufficient analysis of the data that were provided and how these limited data were being used to improve educational processes. The team was informed that the surveys of graduates and their employers were conducted by ITT Headquarters (HQ) one year after completion of the students' programs and agreed that the returns were minimal. For example, in reviewing data from graduates from 2010 to 2012, the team found inadequate information on the numbers of surveys mailed, numbers returned, and what it is the data meant to continuous improvement objectives. There were 137 graduate exit interviews, with 7 returns

(~5 percent). The team also noted that the August 2012 CEP update indicated that there has been "inaccurate student contact information" and "weak long-term relationships with graduates…." The team was able to determine that 565 surveys had been mailed to employers during the time frame, with 42 returned (~7%). On the final day of the visit, the team was presented with copies of e-mails and a PowerPoint presentation (dated August 2012) that included descriptive information on the campus' plan to survey employers and graduates and to more closely align the survey process with ACICS requirements. Career development staff were instructed to contact all graduates and employers and stress that a survey was forthcoming and how important it is to complete the surveys and to "use those surveys to help us continue to make improvements." The campus director and a relatively new career services director have established additional strategies and activities to engage more robustly with program area advisory committees, graduates, and the employment community and document relevant feedback.

ORGANIZATION

2.01 (a) Response submitted by Academic Administrative Center

2.01 (b) Response submitted by Academic Administrative Center

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(c) Names of the administrators.

☒ Yes ☐ No

2.02 Does the campus:

(a) Adequately train its employees?

☒ Yes ☐ No

(b) Provide them with constant and proper supervision?

☒ Yes ☐ No

(c) Evaluate their work?

☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?

☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

☒ Yes ☐ No

(b) Know the person to whom they report?

☒ Yes ☐ No

(c) Understand the standards by which the success of their work is measured?

☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Response submitted by Academic Administrative Center

ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?

☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?

Mr. Bradley Parish has been campus director since August of 2011. Mr. Parish has an associate's degree from Roane State Community College, a bachelor's degree in Organizational Management from Tusculum College, and additional course work from Pellissippi State Community College, the University of Tennessee Knoxville, and Western Governor's University. Mr. Parish has nearly 20 years experience in various management and leadership positions with government, private industry, and higher education agencies. Just before his employment as campus director, Mr. Parish was vice president of Concord Professional Services, Inc., a firm specializing in training, project management, solar technology, and health information management.

3.04 Does the campus list degrees of staff members in the catalog?

☒ Yes ☐ No

If Yes, is appropriate evidence of the degrees on file?

☒ Yes ☐ No

If the degrees are not on file, insert the section number in parentheses, list staff member names, degrees, and awarding institution, and explain:

NOTE: The campus lists the degrees of some staff members, but not all.

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Response submitted by Academic Administrative Center

(b) Admissions.

☒ Yes ☐ No

(c) Response submitted by Academic Administrative Center

(d) Response submitted by Academic Administrative Center

(e) Guidance.

☒ Yes ☐ No

(f) Instructional resources.

☒ Yes ☐ No

(g) Supplies and equipment.

☒ Yes ☐ No

(h) The school plant.

☒ Yes ☐ No

(i) Faculty and staff.

☒ Yes ☐ No

(j) Student activities.

☒ Yes ☐ No

(k) Student personnel.

☒ Yes ☐ No

3.06 Response submitted by Academic Administrative Center

3.11 Do student files contain evidence of graduation from high school or the equivalent?

☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?

☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?

☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

☒ Yes ☐ No

GENERAL COMMENTS:

The team greatly appreciates the cooperation and conviviality of all staff, faculty, and students at this campus.

RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed 54 files during the campus evaluation.

4.02 How does the institution ensure that its student relations reflect high ethical standards?

The campus ensures that its student relations reflect high ethical standards through disclosure of campus policies and procedures to prospective students during the enrollment process. Students are required to sign a document, acknowledging receipt of policies and procedures. The team verified the information is stored in student files. Further, the campus provides an extensive new student orientation program, providing information on campus policies, expectations, good study habits, and an overview of the grievance policy.

4.03 Does the campus have appropriate admissions criteria?

☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

☒ Yes ☐ No

4.06 reviewed at AAC

4.07 Is the admissions policy publicly stated?

☒ Yes ☐ No

4.08 Is the admissions policy administered as written?

☒ Yes ☐ No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Ms. Deanna Slusher is responsible for the oversight of student recruitment at the campus. Ms. Slusher holds a bachelor's degree in Technical Project Management from ITT Technical Institute in Knoxville, Tennessee. Ms. Slusher has over 2 years experience as a

manager trainee, manager of recruitment, and director of recruitment with ITT Technical Institute.

4.10 Describe the process for the recruitment of new students.

The campus markets to prospective students through the internet, television, radio advertising, and direct mail. Admissions representatives generate personally-developed leads and referrals. The admissions representative schedules an appointment with the potential student to meet at the campus. Once the student reaches the campus, the admissions representative presents an interactive PowerPoint presentation, outlining program/course offerings, services provided by the campus, program expectations, tuition costs, and terms of enrollment. Immediately following the presentation, the prospective student is given a tour of the campus and an introductory meeting with the financial aid department. During the enrollment process, a student is required to sign an enrollment agreement and disclosure forms, outlining campus policy and procedures. Following enrollment, the student is scheduled for a more extensive appointment with a representative from the financial aid office.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?

☒ Yes ☐ No

4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

☒ Yes ☐ No

(b) Services.

☒ Yes ☐ No

(c) Tuition.

☒ Yes ☐ No

(d) Terms.

☒ Yes ☐ No

(e) Operating policies.

☒ Yes ☐ No

4.12 Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

☐ Yes ☒ No

4.13 Does the state in which the campus operates require representatives to be licensed or registered?

☐ Yes ☒ No

4.14 Are the titles of recruitment and enrollment personnel appropriate?

☒ Yes ☐ No

4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

☒ Yes ☐ No

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

☒ Yes ☐ No

4.17 reviewed at AAC

4.18 Is there evidence that the campus properly awards transfer of credit?

☒ Yes ☐ No ☐ Not Applicable

4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?

☒ Yes ☐ No

4.21 Is the standards of satisfactory academic progress policy published in the catalog?

☒ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is stated in the ITT Technical Institute - Knoxville, TN catalog, (2012-2013, Volume 56) on pp. 73-76.

4.22 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.

☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

☒ Yes ☐ No

Incomplete grades.

☒ Yes ☐ No

Repeated courses.

☒ Yes ☐ No

Non-punitive grades.

☒ Yes ☐ No ☐ Not Applicable (institution does not offer)

Non-credit or remedial courses.

☒ Yes ☐ No ☐ Not Applicable (institution does not offer)

A probationary period.

☒ Yes ☐ No

An appeal process.

☒ Yes ☐ No

An extended-enrollment status.

☒ Yes ☐ No ☒ Not Applicable (institution does not offer)

The effect when a student changes programs.

☒ Yes ☐ No ☐ Not Applicable (institution only offers one program of study

The effect when a student seeks to earn an additional credential.

☒ Yes ☐ No ☐ Not Applicable (institution only offers one credential)

The implications of transfer credit.

☒ Yes ☐ No

4.23 Does the campus apply its SAP standards consistently to all students?

☒ Yes ☐ No

4.24 Are students who are not making satisfactory academic progress properly notified?

☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.25 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?

☒ Yes ☐ No

4.26 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.27 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

☒ Yes ☐ No

4.29 Are students allowed to remain on financial aid during the probationary period?

☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

If Yes, is the student informed of this policy?

☒ Yes ☐ No

4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?

☒ Yes ☐ No

4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?

☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)

4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment)

4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

☒ Yes ☐ No

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Mr. Jon Berger, dean, is responsible for the administration of satisfactory academic progress. Mr. Berger holds an associate's degree from Spokane Falls Community College in Spokane, Washington, a bachelor's degree in Business Management from the University of Florida in Gainesville, and a master's degree in Education from Fayetteville State University in Fayetteville, North Carolina. Mr. Berger has over 14 years of experience in education administration at various colleges and universities, including ITT Technical Institute. Mr. Berger has been in this position since September 2011.

4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

☒ Yes ☐ No

4.37 reviewed at the institution level

4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?

☒ Yes ☐ No ☐ Not Applicable (institution offers loans only)

4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

☒ Yes ☐ No

4.40 Do the financial records of students clearly show the following?

(a) Charges.

☒ Yes ☐ No

(b) Dates for the posting of tuition.

☒ Yes ☐ No

(c)Fees.

☒ Yes ☐ No

(d) Other charges.

☒ Yes ☐ No

(e) Payments.

☒ Yes ☐ No

(f) Dates of payment.

☒ Yes ☐ No

(g) The balance after each transaction.

☒ Yes ☐ No

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?

☒ Yes ☐ No

If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?

☒ Yes ☐ No ☐ Not Applicable

4.42 Is the effective date listed on announcements of changes in tuition and fees?

☒ Yes ☐ No ☐ Not Applicable (institution has not changed tuition or fees)

4.43 Is the institution's refund policy published in the campus catalog?

☒ Yes ☐ No

4.44 Is the refund policy fair, equitable, and applicable to all students?

☒ Yes ☐ No

4.45 Is the campus following its stated refund policy?

☒ Yes ☐ No

4.46 Does the campus offer financial aid?

☒ Yes ☐ No (Skip to Question 4.53.)

4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Kellie Armstrong is responsible on-site for administering student financial aid. Ms. Armstrong holds a legal secretarial diploma from ITT Technical Institute in Knoxville, Tennessee. Ms. Armstrong has over 24 years of experience as the director of finance at ITT Technical Institute.

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?

☒ Yes ☐ No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?

☒ Yes ☐ No

4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

☒ Yes ☐ No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

The financial aid office stays current with regulation and policy changes in financial aid through webinars and telephone conferences with ITT Technical College corporate headquarters and through list serves sent directly from the Tennessee Association of Student Financial Aid Administrators (TASFAA), Southeastern Association of Student Financial Aid Administrators (SASFAA), and the Association of Veteran's Education Certifying Officials (AVECO). Ms. Armstrong holds weekly meetings with financial aid administrators and is an active member of TASFAA, SASFAA and AVECO.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

☒ Yes ☐ No

4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?

☐ Yes ☒ No (Skip to Question 4.54.)

4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The campus provides a variety of student services on campus, including job and career fairs, referrals to outside services/agencies (i.e. transportation/day care), student clubs (i.e. electronic's club), a structured tutoring program, and an extensive new student orientation program.

4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

☒ Yes ☐ No ☐ Not Applicable

4. 56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

☒ Yes ☐ No

4.57 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Mr. Kevin Cole is responsible for the oversight of counseling students on employment opportunities. Mr. Cole has a bachelor's degree in

Human Ecology from the University of Tennessee in Knoxville. Mr. Cole has over 2 years of experience in employment/career services. He began employment at ITT - Knoxville in May 2012.

4.58 Does the institution offer employment assistance to all students?

☒ Yes ☐ No ☐ Not Applicable (institution enrolls only international students on a student visa)

4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?

☐ Yes ☒ No

4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?

☒ Yes ☐ No

4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

☒ Yes ☐ No ☐ Not Applicable

4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?

☒ Yes ☐ No

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The financial aid department provides entrance counseling to students upon enrollment, guiding them through the direct loan website. During the second week of the quarter, a financial aid administrator attends the strategies classes to present the direct loan video. When a student drops or graduates from school, an exit interview is conducted, walking the student through the National Student Loan Database System (NSLDS), covering the responsibilities to student loans, and reviewing balances due for loans, loan grace periods, and different payment options.

4.64 Describe the extracurricular activities of the institution (if applicable).

The campus has several extracurricular activities available to students, such as: weekly student appreciation events, student clubs and organizations, guest speakers, reentry reception event, and open houses.

GENERAL COMMENTS:

The team would like to recognize and acknowledge the professionalism of the staff members at the ITT Technical Institute, Knoxville, Tennessee. In addition, the team noted that the student files were immaculate.

EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Mr. Jon Berger, dean of academic affairs, oversees the educational activities of all academic programs at the Knoxville campus of ITT Technical Institute. Mr. Berger holds a bachelor's degree in Business Management from Fayetteville State University and a master's

degree in Education from the University of Florida. He has served as dean since September of 2011. Prior to his current position, he was the accreditation liaison and assessment coordinator and faculty member for the College of Micronesia for four years. He was dean at Keiser University for two years and dean of ITT-Orlando for 1 1/2 years. Mr. Berger has served as a faculty member, chair, and associate dean at several ITT schools. He is supported by Ms. Jessica Cox, associate dean for general studies, and the program chairs of the five schools at this campus.

5.03 Does this person have appropriate academic or experiential qualifications?

☒ Yes ☐ No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The dean of academic affairs, Mr. Jon Berger, is assigned full time to the position and as such is primarily responsible for curriculum implementation, professional growth and inservice activities, teacher evaluations, student relations, and assistance with employment of academic staff. The associate dean for general studies, Ms. Jessica Cox, and program chairs assist him in the development and administration of the academic programs. The associate dean and chairs have reduced class loads to provide the time required for administrative duties.

5.05 Is the time devoted to the administration of the educational programs sufficient?

☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

☒ Yes ☐ No

5.07- reviewed at AAC

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

☒ Yes ☐ No

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?

☐ Yes ☒ No (Skip to question 5.10)

5.10 Are the educational programs consistent with the campus mission and the needs of its students?

☒ Yes ☐ No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

☒ Yes ☐ No

5.12 What provisions are made for individual differences among students?

The campus has a structured tutoring program available for students. Tutoring is provided by both peers and faculty. Students with academic issues or concerns may request assistance for tutoring by contacting their instructor, chair, associate dean, or dean. Tutoring is free and provided at convenient times for the student. Students are afforded the opportunity to take online and hybrid courses for general education classes. An open lab is provided once a week, staffed by faculty, to assist in both content and computer operation issues. The campus has a student organization, the Student Ambassadors, who assist with tutoring, advising, and mentoring. Students may request credit for previous college work and demonstrated knowledge and competency. Students with disabilities are encouraged to meet with the campus student disabilities coordinator to discuss and/or learn more about accommodations. The decision to use these services is a

matter of individual choice. The facility is ADA compliant and several accommodations have been made in the past.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.

Curriculum evaluation, revision, and change are conducted under the guidance and oversight of the National Curriculum Committee (NCC). ITT corporate has a district chair for each program area. Each district has one member on the NCC. Ms. Jessica Cox, associate dean for general studies, currently serves on the NCC committee for humanities/composition. The district committee conducts scheduled conference calls to individual campuses and teachers to gain input. Faculty can make suggestions to their chair, associate dean, or dean. Each faculty member has access to a faculty collaboration portal to communicate with other teachers, chairs, and corporate staff regarding issues and questions pertaining to specific curriculum matters. ITT also has a policy where faculty members can add up to 20% additional content to their courses.

5.14 Does the faculty participate in this process?

☒ Yes ☐ No

5.15 - reviewed at AAC

5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

☒ Yes ☐ No ☐ NA (institution does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

☒ Yes ☐ No

5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

☒ Yes ☐ No

5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)

Facilities

☒ Yes ☐ No

Instructional equipment

☒ Yes ☐ No

Resources

☒ Yes ☐ No

Personnel

☒ Yes ☐ No

5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

☒ Yes ☐ No

5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

☒ Yes ☐ No

5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

☒ Yes ☐ No

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

☒ Yes ☐ No

If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

In the initial review of faculty credentials identified in the catalog, the team was unable to locate an official transcript from Virginia Polytechnic Institute and State University (VT) in the faculty file for Mr. Thomas Oakes. The file did include an official transcript from the University of Tennessee Knoxville documenting an earned master's degree which, in effect, qualified Mr. Oakes to teach the courses he is currently assigned at the ITT, Knoxville campus. While on site, the team received a catalog addendum dated September 27, 2012 deleted the credentials Mr. Oakes had earned at VT.

5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.24 Is there documented evidence of a systematic program of in-service training at the campus?

☒ Yes ☐ No

If Yes, how is this documented?

Faculty sign an attendance sheet and receive an agenda at the inservice in which they participate. This information is transferred to their professional development plan and filed in their personnel folder. Faculty members not in attendance at a faculty meeting are required to complete an e-campus course on the topic presented or an area of need.

5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

☒ Yes ☐ No

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

☒ Yes ☐ No

5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

☒ Yes ☐ No

5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?

☒ Yes ☐ No

5.31 - reviewed at AAC

5.32 - reviewed at AAC

5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

5.34 - reviewed at AAC

5.35 - reviewed at AAC

5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located near I-40 in West Knoxville Tennessee. The facility occupies approximately 30,000 square feet of space containing classrooms, labs, a student lounge, library, and administrative offices. The building is well maintained, clean, and arranged in a manner conducive to student learning. The outside area is well lighted and conveniently located in front of the building. The facility is in compliance with ADA regulations. The campus is scheduled to move to a new facilty in December of 2012. The site is two miles from the current facility. The move will allow for future expansion of programs, better infrastructure for new and emerging technologies, and the ability for students to access public transportation.

6.02 Does the campus utilize any additional space locations?

☒ Yes ☐ No

If Yes, list the name and address of each location.

The campus has approximately 8000 square feet of space located at 10215 Technology Drive , which is adjacent to the campus. The space is not being utilized at this time, and there are no future plans for the use of this additional space. The lease for the space will expire in December of 2012.

6.03 Does the campus utilize learning sites?

☐ Yes ☒ No

6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?

☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?

(a) Equipment.

☒ Yes ☐ No

(b) Instructional tools.

☒ Yes ☐ No

(c) Machinery.

☒ Yes ☐ No

6.06 Is there evidence on file to show that all institutional facilities are in compliance with fire, safety, and sanitation regulations?

☒ Yes ☐ No ☐ Not Applicable

PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The catalog used during the evaluation is the Knoxville, TN 2012 -2013 Volume 56 catalog, published on September 17, 2012 with an effective date of 9/17/2012 – 9/17/2013.

7.02 Does the self-study accurately portray the campus?

☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?

☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

☒ Yes ☐ No

(c) The names and titles of the administrators.

☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

☒ Yes ☐ No

(e) A statement of accreditation

☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.

☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

☒ Yes ☐ No

(h) An academic calendar.

☒ Yes ☐ No

(i) A full disclosure of the admission requirements.

☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description

of the course contents, and any necessary prerequisites.

☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

☒ Yes ☐ No

(m) A definition of the unit of credit.

☒ Yes ☐ No ☐ Not Applicable (The institution does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

☒ Yes ☐ No

(p) The transfer of credit policy.

☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.

☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships offered.

☒ Yes ☐ No ☐ Not Applicable (no scholarships offered)

(s) The refund policy.

☒ Yes ☐ No

(t) A statement describing the student services offered.

☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the institution offer degree programs?

☒ Yes ☐ No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

☒ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

☒ Yes ☐ No

7.06 Does the institution offer courses and/or programs via distance education?

☐ Yes ☒ No (Skip to Question 7.07.)

While this campus does not offer courses and/or programs via distance education, the institution does offer online courses through their location in Carmel, Indiana.

7.07 Does the catalog contain an addendum/supplement?

☒ Yes ☐ No (Skip to Question 7.08.)

If Yes. is it appropriate?

☒ Yes ☐ No

7.08 Is the catalog available online?

☒ Yes ☐ No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?

☐ Yes ☒ No (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?

☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises on the internet, radio, direct mail, and television.

Are the advertisements under acceptable headings?

☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

☒ Yes ☐ No (Skip to Question 7.14.)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?

☐ Yes ☒ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?

☐ Yes ☒ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

☒ Yes ☐ No

8.05 Reviewed at AAC

8.06 Reviewed at AAC

8.07 Reviewed at AAC

8.08 Reviewed at AAC

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

The 2012 budget is $1200.00. As of the time of the visit, $1949.90 had been spent on periodicals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?

☒ Yes ☐ No

8.12 Reviewed at AAC

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

☒ Yes ☐ No

8.14 Reviewed at AAC

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Reviewed at AAC

8.17 Reviewed at AAC

8.18 Reviewed at AAC

8.19 Reviewed at AAC

8.21 Reviewed at AAC

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

☒ Yes ☐ No

PROGRAM EVALUATION

Academic associate's degree in Business Management

Bachelor's degree in Project Management and Administration

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Richard Stinson is the chair for both schools of Business and Information Technology at the Knoxville, Tennessee campus of ITT. Mr. Stinson holds an associate's degree from the University of South Carolina in Lancaster, South Carolina; a bachelor's degree in Information Management and Systems from the University of South Carolina in Lancaster, South Carolina; and a master's degree in Business Administration from the University of Phoenix. Mr. Stinson was hired by ITT on September 1, 2009. He was promoted to the chair of the School of Business on June 18, 2012.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☐ Yes ☒ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

While there was no action plan in the CEP, the Project Management and Administration bachelor's degree only had 6 students in the program and 4 graduates. Two of the graduates were placed and 2 were not working. The academic associate's degree in Business Management was just offered for the first time starting September 24, 2012, and thus there is no retention or placement data at this time.

9.07 List the community resources and how they are utilized to enrich the program(s).

In the Project Management and Administration bachelor's degree, speakers from industry that hold the prestigious project management professional (PMP) designation have been routinely used as guest speakers. In addition, students have attended the monthly meetings of the local professional association, the East Tennessee Chapter of the Project Management Institute, to learn about the profession and to make career contacts. Mr. Stinson noted that the school does have a business entrepreneur's club, with the campus director serving as sponsor. Mr. Stinson, who recently relocated to the Knoxville area, will be seeking business contacts to further support and enrich the business programs.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No

(b) Course numbers
☒ Yes ☐ No

(c) Course prerequisites and/or corequisites
☒ Yes ☐ No

(d) Instructional contact hours/credits
☒ Yes ☐ No

(e) Learning objectives
☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No

(h) Instructional methods
☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes ☒ No

If No, insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following program:

Academic associate's degree in Business Administration – 0 (not applicable; no graduates)
Bachelors' degree in Project Management and Administration - 2

How many calls to employers or graduates were successful?

Two of the calls made to employers were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Both of the calls confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 56, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

GENERAL COMMENTS:

An observation of instructor Pamela Buskey teaching PM3110 (Introduction to Project Management) class was conducted. The room was prepared in advance and materials in packets and put at student tables prior to their arrival. The instructor demonstrated excellent instructional and classroom management techniques. Students were prepared for class and actively engaged in the facilitated session.

PROGRAM EVALUATION

Bachelor's degree in Criminal Justice

Academic associate's degree in Criminal Justice

Academic associate's degree in Criminology and Forensics Technology

Academic associate's degree in Paralegal Studies

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Elizabeth Sterbens is the chair for the School of Criminal Justice. Ms. Sterbens holds an associate's degree in Criminal Justice from Edison State College, a bachelor's degree in Management from Hodges University, and a master's degree in Criminal Justice from Nova Southeastern University. The team found evidence that Ms. Sterbens has worked in various capacities in education and criminal justices fields since 1998. She has worked at this campus since 2010.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☐ Yes ☒ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

The academic associate's degree in Paralegal Studies has a retention rate of 41.9%. There are three students remaining in this teach-out program.

9.07 List the community resources and how they are utilized to enrich the program(s).

The team found documentation of the following field trips for the Criminal Justice programs: Blount County Criminal Investigation office, a mock crime scene, Knox County Sherriff's office, Knox County Courthouse, Knox County Juvenile Court, and the Tennessee Department of Homeland Security. The team found documentation of the following guest speakers for the Criminal Justice programs: Mr. Rick Lambert of the Special Agent in Charge (SAC) of the Federal Bureau of Investigation (FBI) and Ms. Jennifer Belcher of the Tennessee Department of Children's Services.

The team found documentation of the following field trips for the Paralegal Studies program: the University of Tennessee Law Library, United States District Court, and the Smokey Mountain Paralegal Association in Johnson City, Tennessee. The team found documentation of the following guest speakers for the Paralegal Studies program: Ms. Cathy Hulsey of the Smokey Mountain Paralegal Association and Ms. Jo Anne Learly of the Smokey Mountain Paralegal Association.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☒ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No

(b) Course numbers
☒ Yes ☐ No

(c) Course prerequisites and/or corequisites
☒ Yes ☐ No

(d) Instructional contact hours/credits
☒ Yes ☐ No

(e) Learning objectives
☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No

(h) Instructional methods
☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If No, insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls were made to employers for the following programs :

Bachelor's degree in Criminal Justice - 8

Associate's degree in Criminal Justice – 9
Associate's degree in Criminology and Forensics Technology had no graduates.
Associate's degree in Paralegal Studies had no graduates.

How many calls to employers or graduates were successful?

The following number of calls, by program, were successful:

Bachelor's degree in Criminal Justice - 4

Associate's degree in Criminal Justice – 5

Associate's degree in Criminology and Forensics Technology had no graduates.

Associate's degree in Paralegal Studies had no graduates.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.
In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 56, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

PROGRAM EVALUATION

Academic associate's degree in Drafting and Design Technology
Academic associate's degree in Drafting and Design
Academic associate's degree in Graphic Communication and Design
Academic associate's degree in Visual Communications
Bachelor's degree in Digital Entertainment and Game Design

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Seth Schweitzer is the chair of the School of Drafting and Design. Mr. Schweitzer has been employee as the chair since February of 2009. Mr. Schweitzer holds a bachelor's degree in Architecture and a master's degree in Business Administration, both from The University of Tennessee in Knoxville. Mr. Schweitzer is a state of Tennessee licensed professional architect. Mr. Seth Schweitzer is well qualified to chair the School of Drafting and Design.

Mr. Joshua Ferguson is the lead instructor for Digital Entertainment and Game Design (DEGD), Visual Communications (VC), and Graphic Communications Design (GCD). He has been employed at ITT-Knoxville since September of 2006 and was named lead instructor in September, 2012. Mr. Ferguson has a bachelor's degree in Engineering Technology and a master's degree in Technology from East Tennessee State University in Johnson City. In addition, Mr. Ferguson has held positions in web design with the HGTV of the Home and Garden Network and the Tennessee Environmental Council. Mr. Ferguson is also a principal in a game development company that has had two commercial video games published.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

Only one of five programs in this school, Visual Communications (VC), did not meet the student placement rate. The school provided sufficient evidence of a placement improvement plan in the CEP.

9.07 List the community resources and how they are utilized to enrich the program(s).

The school utilizes community support with program advisory meetings held on a biannual base. The last Program Advisory Committee (PAC) was conducted on 2 April 2012, with eight members in attendance. The next PAC is scheduled for 12 October 2012. Additionally, guest speakers and field trips are utilized for four of the five programs, VC, GCD, DDT, and CDD. Two examples include involvement with Denark Construction Co., 13 September 2012, guest speaker, Jeremy Dololey and Type Designer, Insign Design 30 July 2012 for a field trip. The program has three adjunct instructors that work fulltime in the career field, providing valuable real life input to the program content.

9.08 Are these resources sufficient?

☐ Yes ☒ No

If No, insert the section number in parentheses and explain:

(Section 3-1-512(c): There is insufficient use of community resources in the DEGD program. For this program, the campus documented no use of community resources during the past year. The School of Drafting and Design does utilize a PAC, but there was no indication that any member(s) of the PAC is employed in the digital entertainment or game fields, nor were there any minutes referencing the DEGD program. No evidence of speakers from the industry, or industry field trips, or any direct involvement with the gaming or digital entertainment industry being provided to students within the last 12 month period was provided. The campus did provide to the team a short statement to engage events in the upcoming year.

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and

evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

The team found that one class, DT1320 (Building Information Modeling), had not received a course syllabus at the time of the visit, which was less than one week into the term. The campus did provide students with a course syllabus while the team was on site.

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls were made to employers for the following program:
Academic associate's degree in Drafting and Design Technology - 7
Academic associate's degree in Drafting and Design - no graduates
Academic associate's degree in Graphic Communication and Design - no graduates
Academic associate's degree in Visual Communications - 7
Bachelor's degree in Digital Entertainment and Game Design - 6

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:
Academic associate's degree in Drafting and Design Technology - 7
Academic associate's degree in Drafting and Design - no graduates
Academic associate's degree in Graphic Communication and Design - no graduates
Academic associate's degree in Visual Communications - 7
Bachelor's degree in Digital Entertainment and Game Design - 6

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.
In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 56, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

PROGRAM EVALUATION

Bachelor 's degree in Electronics and Communications Engineering Technology (ECET)

Academic Associate's degree in Computer and Electronics Engineering Technology (CEET)

Academic Associate's degree in Electrical Engineering Technology (EET)

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Liston Matthews is the chair of the School of Electronics Technology at this campus. He was originally hired as an instructor in September, 1998, and was promoted to chair in November, 2011. Mr. Matthews holds a bachelor's degree in Agriculture from the University of Wyoming, Laramie, and a master's degree in Educational Administration and Supervision from Lincoln Memorial University, Harrogate, TN. He has electronics engineering training from the U.S. Army and the University of Tennessee, Knoxville. Mr. Matthews is a certified electronics technician provided by the International Society of Certified Electronics Technicians.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which

meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The School of Electronics Technology invited a guest speaker from Oak Ridge Associated Universities, TN and went to a field trip to Knox County, TN to provide students with personal knowledge of innovations in electronics technology.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No

(b) Course numbers
☒ Yes ☐ No

(c) Course prerequisites and/or corequisites
☒ Yes ☐ No

(d) Instructional contact hours/credits
☒ Yes ☐ No

(e) Learning objectives
☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers and graduates for the programs:

Bachelor degree in Electronics Communications Engineering Technology – 5

Academic Associate's degree in Computer and Electronics Engineering Technology - 9

Academic Associate's degree in Electrical Engineering Technology - NA (there have been no graduates)

How many calls to employers or graduates were successful?

Bachelor's degree Electronics Communications Engineering Technology – 2

Academic associate's degree in Computer and Electronics Engineering Technology (CEET) - 5

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All employers and graduates that were contacted confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.
In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 56, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

PROGRAM EVALUATION

Academic associate's degree in Computer Network Systems

Academic associate's degree in Network Systems Administration

Academic associate's degree in Software Development Technology

Bachelor's degree in Data Communication Systems Technology

Bachelor's degree in Information Systems and Cybersecurity

Bachelor's degree in Information Systems Security

Bachelor's degree in Project Management

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Richard Stinson is the chair for the School of Information Technology at the Knoxville, Tennessee campus of ITT. Mr. Stinson holds an associate's degree from the University of South Carolina in Lancaster, South Carolina; a bachelor's degree in Information Management and Systems from the University of South Carolina in Lancaster, South Carolina; and a master's degree in Business Administration from the University of Phoenix. Mr. Stinson was hired September 1. 2009. Mr. Stinson was promoted to chair for the School of Information Technology on June, 18, 2012.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The School of Technology requires a minimum of either one guest speaker or field trip per course per quarter. In the Project Management degree, speakers from industry who hold the prestigious Project Management Professional designation have been routinely used as guest speakers. In addition, students have attended the monthly meetings of the local professional association and the East Tennessee Chapter of the Project Management Institute to learn about the profession and to make career contacts.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No

(b) Course numbers
☒ Yes ☐ No

(c) Course prerequisites and/or corequisites
☒ Yes ☐ No

(d) Instructional contact hours/credits
☒ Yes ☐ No

(e) Learning objectives
☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No

(h) Instructional methods
☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If No, insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls were made to employers for the following programs:

Academic associate's degree in Computer Network Systems - 6

Bachelor's degree in Data Communication Systems Technology - 9

Bachelor's degree in Project Management - 5

The other programs in this report did not have any graduates on the 2011 CAR

How many calls to employers or graduates were successful?

The following number of calls, by program, were successful:

Academic associate's degree in Computer Network Systems - 5

Bachelor's degree in Data Communication Systems Technology - 2

Bachelor's degree in Project Management - 3

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.
In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 56, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

If No, insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

GENERAL COMMENTS:

The students in the School of Electronics Technology were very engaged and commented positively on their academic experience and their future job prospects as a result of the courses they had completed.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Citation # (in **bold**)	Summary Statement (followed by report page number)
Section 3-1-513(a) and Glossary	Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses (pp. 33, 34, 37, 38, 39, 42, 43, 44, 47, 48, 52, and 53).
Section 3-1-12(c)	There is insufficient use of community resources in the Digital Entertainment and Game Design program (p. 42).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration *(These recommendations are not included in the report seen by the Council):*

A *system* for collecting and documenting data and information for elements of the CEP at the **campus** level is warranted, especially from graduates and employers, and then an annual analysis of the data collected and its meaning for program improvement.

Collect additional data on characteristics of the student population that might help to inform the instructional programs or, if already known or collected, integrate it into campus effectiveness planning. Such data might include prior education (e.g., high school graduation, post-secondary experience, GED, etc.), work experience, socio-economics status, family obligations, etc.

The team noted that several programs lacked significant contact with the "real-world" of practice and recommends more robust involvement with the business and industry community through use of increased community-based resources. This recommendation also came from students in some programs who requested more real-world experiences and contact with professionals.

The team also recommends that various programs' capstone projects be an actual work- or community-based project conducted by a student or teams of students to provide for a more rigorous measure of outcomes in the real-world of practice rather than a simulated project.

NEW GRANT REPORT

Westwood College—O'Hare Airport
W. Higgins Road, Suite 100
Chicago, IL 60631
ACICS ID Code: 00011130

Deann Fitzgerald, Campus President (b)(6)@westwood.edu)
(b)(6)**@westwood.edu**

September 18-19, 2013

Scot Ober	Chair	Words etc, Inc.	Tucson, Arizona
Ed Krissler	Student-Relations Specialist	Krissler Business Institute	Newburgh, New York
Russell Poteat	Education/Interior Design Specialist	Virginia College	St. Croix, Virgin Islands
Miguel Rivera-Hernandez	Criminal Justice Specialist	John Dewey University	Trujillo Alto, Puerto Rico
Rosalind Collazo	Medical Assisting Specialist	ASA Institute	Glen Burnie, Maryland
Frank Torbert	Business Specialist	FLT Trading, Inc.	Imperial, Pennsylvania
Fawzi Ben Messaoud	Technology Specialist	Campus Performance	Carmel, Indiana
Terry Owens	Design Specialist	Southern Illinois University	Carbondale, Illinois
Perliter Walters-Gilliam	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
Westwood College O'Hare Campus
Chicago, Illinois

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full-/Part-time	CAR Retention & Placement			
					2012		2011	
					Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assisting	69.5	42/13	76.5%	84.75%	77.2%	69.6%
Associates	Academic Associate's	Information and Network Technologies	90.0	8/14	N/A	N/A	N/A	N/A
Associates	Academic Associate's	Computer Aided Design/Architectural Drafting *	90.0	1/0	76.92%	75.00%	68.2%	100.00%
Associates	Academic Associate's	Graphic Design	90.0	13/2	**58.82%**	N/A	**55.6%**	N/A
Associates	Academic Associate's	Construction Management	90.0	17/7	100.00%	N/A	N/A	N/A
Bachelor's	Bachelor's	Business Administration: Major in Accounting	180.0	11/1	84.00%	**50.00%**	62.10%	N/A
Bachelor's	Bachelor's	Business Administration: Major in Healthcare Management	180.0	20/5	64.81%	77.78%	65.80%	87.50%
Bachelor's	Bachelor's	Business Administration: Major in Marketing Management	180.0	19/8	76.39%	100.00%	67.80%	75.00%
Bachelor's	Bachelor's	Construction Management	180.0	7/2	67.86%	100.00%	67.30%	88.50%
Bachelor's	Bachelor's	Graphic Design: Major in Animation	180.0	0	80.00%	**50.00%**	**56.30%**	N/A
Bachelor's	Bachelor's	Graphic Design: Major in Visual Communications	180.0	11/0	75.00%	100.00%	**55.60%**	66.70%
Bachelor's	Bachelor's	Interior Design**	180.0	3/0	87.50%	N/A	67.90%	N/A
Bachelor's	Bachelor's	Criminal Justice: Major in Administration	180.0	57/25	67.74%	63.74%	67.50%	72.70%
Bachelor's	Bachelor's	Information and Network Technologies: Major in Network Management	180.0	0	67.74%	71.43%	66.70%	100.00%
Bachelor's	Bachelor's	Information and Network Technologies Major in Systems Security	180.0	9/8	83.33%	64.71%	75.00%	78.60%
Bachelor's	Bachelor's	Software Development: Major in Game Software Development	180.0	7/6	77.42%	100.00%	67.50%	N/A
		TOTAL ENROLLMENT		**315**				

Notes: Typed in bold are any retention rates below 62% and any placement rates below 58%.

**The only student in the Computer Drafting program will be transferring to the Chicago Loop campus so the program was not reviewed. The team was provided with the student's file along with email dialogue about the transfer.*

*** With continuous low enrollment, the institution decided while the team was on site that the Interior Design program will be discontinued once the final student graduates next year.*

INTRODUCTION

The Vanderschmidt School, the former name of the O'Hare Westwood Campus, was established in 1950 and was purchased by its present owners in 2001.

The overall population of the campus has dropped from 642 students in 2011 to 315 students today, due primarily to the continued legal scrutiny of the DuPage campus Criminal Justice program by the Illinois Attorney General and the Denver campus being placed on probationary status with the Colorado Commission on Higher Education. While this investigation is ongoing, the state of Illinois does not allow the campus to begin offering any new programs.

Two-thirds of the students are enrolled in bachelor's degree programs, the largest of which is Criminal Justice. The campus population is about evenly divided between male and female students.

The campus is no longer accepting enrollments in the bachelor's degree program in Graphic Arts--Animation or in the bachelor's degree program in Information and Network Technologies--Network Management. The one student in the associate's degree program in Computer-Aided Design (CAD) will transfer to another campus at the end of the current quarter, and that program will no longer accept enrollments. Thus, the associate's degree in CAD was not evaluated by the on-site team.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement is on page 8 of the 2013 Illinois Westwood Academic Catalog.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☐ Yes ☐ No ☒ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No

(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒ Yes ☐ No
(b) Student placement.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus uses grade distributions as the sole measure of documenting student learning outcomes. These outcomes are being assessed through CampusVue.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☐ Yes ☒ No ☐ Not Applicable

If *No* for any applicable item, insert the section number in parentheses and explain:
(Section 3-1-111): The campus CEP does not meet Council requirements in the following areas:

1. Graduate satisfaction is measured during the student's last quarter of enrollment--when they are not yet graduates.

2. Employer satisfaction is based on so few responses (9 responses out of 168 employers surveyed) that the data received could not be considered as representative of all 168 employers.

3. Grade distributions are the sole measure of student learning outcomes, but the data reported is not adequate to document learning outcomes in all areas. Further, the data is not adequately analyzed. For example, of the 33 students enrolled in HIST420, none received a grade of F. On the other hand, none of the 12 students enrolled in MKTG320 received an A. Such wide grading discrepancies should be investigated as a means of improving the educational processes. Students in some programs take certification exams (which the campus pays for); these results should be included in the CEP.

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus has started a new initiative to pay more attention to placing Medical Assisting students in the most appropriate externship position, as a means of increasing the externship-to-hire rate. The campus is now hosting more career fairs; a recent

fair attracted 16 potential employers to campus.The campus has also started contacting students after their first absence to ensure that attendance does not become an issue.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Ms. Deann Fitzgerald, campus president, is responsible for implementing and monitoring the CEP. She holds an associate's degree in Business from Waubonsee Community College, a bachelor's degree in Business Administration from Aurora College, and a master's degree in Business Administration from Olivet Nazarene University. She has about 10 years of experience in the career college sector and became campus president in June 2013.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Ms. Fitzgerald, campus president, is responsible for the financial oversight of the campus. As noted earlier, she holds a master's degree in Business Administration and has 10 years of work experience in the career-college sector.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Ms. Fitzgerald, campus president, is the on-side administrator. As noted earlier, she holds a master's degree in Business Administration and has 10 years of work experience in the career-college sector.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 30 files of students classified on the 2012 CAR, including 10 classified as graduates, 10 classified as drops, and 10 classified as still enrolled. The team also reviewed the files of two students on academic probation, two students on academic warning, and one student who was academically dismissed. In addition, the ledger cards of the 14 current students receiving institutional scholarships and the ledger cards of the 51 recently graduated students were reviewed.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No

(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10.1 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Michael Favia, director of admissions, is responsible for the oversight of student recruitment. Mr. Favia holds a bachelor's degree in Political Science and a master's degree in Business Administration from Dominican University. He also holds a certificate in Paralegal Studies from Roosevelt University. He began his career at Westwood in the admissions office in 2009. Before coming to Westwood O'Hare, Mr. Favia was an assistant manager at HSBC bank for four years. He is qualified to oversee the admissions office.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The recruiting process at the Westwood O'Hare location is ethical and compatible with the educational objectives for the campus. The team interviewed current students and admissions personnel, reviewed the Better Business Bureau (BBB) website, and reviewed current advertising materials. The students are positive about the admissions process, the admissions representatives are knowledgeable about Westwood's programs and policies, and Westwood's headquarters utilizes a third-party who sends mystery shoppers to all Westwood campuses twice a year.

However, it should be noted the BBB has posted an alert for Westwood because of an Illinois government action. On January 18, 2012, the Illinois Attorney General filed a Complaint for Injunctive and Other Relief against this business in Cook County Circuit Court. Charges filed allege the business made a variety of false representations and promises regarding the value and transferability of its coursework and degrees for students enrolled in their Criminal Justice program. The alleged misrepresentations constitute violations of the Illinois Consumer Fraud and Deceptive Business Practices Act. As of the visit, the matter is pending. (See more at: http://www.bbb.org/denver/business-reviews/schools-business-and-vocational/westwood-college-in-denver-co-4694#govtaction.)

The ACICS office is aware of this government action and is monitoring it closely.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:

(Section 3-1-412(d)): Titles of some recruitment personnel are not appropriate. Some enrollment personnel have titles of "Education Representative" and "Senior Education Representative," which do not accurately reflect their actual duties and responsibilities as admissions representatives. The job description for Education Representative defines the position's purpose as follows: "The primary role of the Education Representative is to contact, interview, and enroll potential student inquiries into a qualified career-focused education and guide the prospective student through the enrollment completion process." Three of the seven admissions representatives have titles of "Education Representative" as stated on their job descriptions and their door plaques, Ms. Martha Martin, Ms. Lisa Mullins, and Mr. Rafael Czechowski.

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress policy is published on pages 47-50 of the 2013 academic catalog – 6614, volume 31 - number 2, revised May 2013. Revisions are published in the catalog addendum, effective September 17, 2013, on pages 2-6.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals.
☒ Yes ☐ No
Incomplete grades.
☒ Yes ☐ No
Repeated courses.

☒ Yes ☐ No
Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)
A probationary period.
☒ Yes ☐ No
An appeal process.
☒ Yes ☐ No
An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)
The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes,* is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No
☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Cheri Caswick, campus registrar, is responsible for reviewing student records. Dr. Ellen Crowe, academic dean, is responsible for the administration of Satisfactory Academic Progress (SAP). Program chairs advise students who are not meeting the SAP standards. The education department monitors each student at the completion of each term. Ms. Caswick holds an associate's degree in Paralegal Studies from Westwood College Online. Dr. Crowe holds an associate's degree in Special Education, a master's degree in Special Education, and a doctoral degree in Curriculum and Instruction from St. Louis University.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) ☒ Scholarships.
(b) ☐ Grants.
(c) ☒ Loans.
(d) ☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship, and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes*, have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No

(f) Dates of payment.
☒ Yes ☐ No

(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50.1 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Tracy Walker, director of student finance, is responsible for on-site administration of student financial aid. Ms. Walker holds a bachelor's degree in English from Bradley University and a master's degree in Higher Education from Capella University. She has experience in managing and administering Title IV aid with a balanced background in financial management and leadership. She oversees the daily functions of the financial aid office and the business office. Ms. Walker has over 11 years of experience in financial aid at both private and proprietary postsecondary institutions. She is qualified to administer student financial aid.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

Ms. Tracy Walker, director of student finance, is a current member of the Illinois Association of Student Financial Aid Administrators (ILASFAA).

4.54.1 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Ms. Walker and the two financial aid officers stay current by attending ILASFAA training, electronic access training, regional meetings, workshops, beginning- and advanced-level training at the corporate office, as well as local, state, and federal workshops.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
Student services include the Day One Success class, which is held before the first day of classes for all entering students. The orientation teaches students the keys to being successful students at Westwood College. Students are welcomed by all staff. Besides reviewing the "keys to be successful," there is also a break-out session where the students are able to meet with the program chair within their respective area of study.

Ms. Zena Williams, director of campus operations, is responsible for the student support department. Her office assists students with housing, daycare, transportation information, and counseling. Counseling services are outside parties that are not related to or associated with Westwood College. Student support personnel identify the most affordable and convenient locations. Various options are presented, and the students then decide what is best for them, depending on their respective situations.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☐ Yes ☒ No ☐ Not Applicable

If *No,* insert the section number in parentheses and explain:
(Section 3-1-441(c)): Follow-up studies on graduate satisfaction are not conducted at specific measuring points following the placement of the campus' graduates.

4.60.1 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Hope Green, director of career services, is responsible for the oversight of counseling students on employment opportunities. Ms. Green holds an associate's degree in Early Childhood Education from Richard J. Daley Community College, and a bachelor's degree in Social Science and a master's degree in Sociology from Roosevelt University. Ms. Green has over 20 years of career services experience, including 7 years with Westwood.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 641.
The ending enrollment reported on the previous year's CAR is 641.

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66.1 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
All students receiving Title IV loans are required to undergo entrance interviews and exit interviews regarding their rights and responsibilities as borrowers. The interviews are an online session, including a complete tutorial and a student loan quiz for the students to complete. This entrance quiz must be completed prior to the Direct Loan application process. The goal of the entrance interview is to assure that students understand their financial obligations before participating in any loan programs. Entrance counseling is typically completed in the Student Finance Portal but may be completed via other electronic means or in hard copy.

4.67 Describe the extracurricular activities of the campus (if applicable).
Extracurricular activities include community outreach activities, social activities, and student clubs. Community outreach activities include blood drives, Toys for Tots, food drives, and school supply drives. Social activities include barbeques, dress-

up days, Westwood gear, Spirit Week, and seasonal activities. Student clubs include the ABK (Alpha Beta Kappa) Honor Society and the Criminal Justice Club.

GENERAL COMMENTS:
The campus is both appropriate and educationally viable. Students interviewed are positive about their relationship with the administration.

COMMENDATIONS:
The team was impressed with the sincerity of the staff, especially Ms. Caswick, registrar; Mr. Favia, director of admissions; Ms. Green, director of career services; and Ms. Williams, director of campus operations.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Dr. Ellen Crowe, academic dean, oversees the educational activities of all programs. As previously noted, Dr. Crowe holds a doctoral degree in Curriculum and Instruction, a master's degree in Special Education, and a bachelor's degree in Special Education from St. Louis University. She has over 20 years of educational experience and has been the academic dean at Westwood College O'Hare since August 2009.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Per the job description for the campus academic dean and the Westwood College Faculty Handbook, the dean is directly responsible and accountable for ensuring the fulfillment of educational goals, objectives, and the overall quality of education and academic integrity of the campus. Dr. Crowe is responsible for hiring, retaining, and managing faculty members; she allocates funds for academic affairs; and ensures campus compliance with all programs and institutional accreditation standards, among other responsibilities.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.11*)

5.12 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

5.13 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.15 What provisions are made for individual differences among students?
Varied instructional delivery methods are utilized to ensure students are gaining subject-matter comprehension. These include visual presentations, group projects, case studies, and real-life scenarios. When a student is identified as not achieving satisfactory progress in a subject, faculty members are available to work with the student individually or to recommend tutoring. Instructors and program chairs monitor the school's online grade book beginning in Week 3 to identify at-risk students. In addition, students have access to computer labs and the Learning Commons (library); several faculty members have formed an informal group to discuss and explore different strategies for supporting students who need additional academic support; and faculty from several departments are willing to meet on an as-needed basis.

5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Curriculum revisions are initiated and implemented from the corporate office in coordination with the campus program chairs. Westwood College also provides an e-mail address (360@westwood.edu) for faculty to make direct suggestions relative to curriculum change; this process is coordinated by the program chairs and the institution's academic dean.

5.17 Does the faculty participate in this process?
☒ Yes ☐ No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☐ Yes ☐ No ☒ Not Applicable (campus does not award such credit)

5.20 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

Official foreign credentials for two faculty members were provided while the team was on-site.

5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
In-services are documented by certificates of completion which are kept in the faculty files; each certificate includes the date of the training, subject matter, and the faculty's name.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

A number of faculty development plans were missing appropriate activities for professional growth or had only one such activity listed. Activities included Plagiarism (Cengage), Teaching in a Virtual Environment (CEE), and Grade Anywhere. While the institution was able to revise all of the plans while the team was on-site by providing documentation and revising the actual plans, it is evident there is a lack of understanding of which activities are appropriate for professional growth and which represent institutional in-service. The overall quality of the plans was adequate; however, the plans did not fully reflect the intent of faculty development.

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory

not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

5.38 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.39 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.40 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The campus comprises approximately 40,000 square feet of space on three separate floors of a multi-story office building. The facility houses 12 classrooms, a library, offices, and computer, medical and design labs. There is adequate student parking, and the building is handicapped-accessible.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The Westwood College, 2013 Academic Catalog for Illinois was used during the evaluation. Revised May 2013, the catalog represents volume 31, number 2. In addition, an addendum effective 10/17/2013 was also provided with this catalog.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.
☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No

(c) The names and titles of the administrators.
☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No

(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.
☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No

(h) An academic calendar.
☒ Yes ☐ No

(i) A full disclosure of the admission requirements.
☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No

(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No

(p) The transfer of credit policy.
☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.
☒ Yes ☐ No
(t) A statement describing the student services offered.
☒ Yes ☐ No
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes,* does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?
☒ Yes ☐ No *(Skip to Question 7.07.)*

If *Yes,* does the catalog contain the following?
(a) A description of each mode of delivery used for distance education courses.
☒ Yes ☐ No
(b) Any additional or different admissions requirements for students taking distance education courses.
☐ Yes ☐ No ☒ Not Applicable (there are no additional or different admissions requirements)
(c) A description of any tests used to determine access to distance education.
☐ Yes ☐ No ☒ Not Applicable (no additional tests are given)
(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.
☒ Yes ☐ No
(e) Costs and fees associated specifically with distance education.
☒ Yes ☐ No ☐ Not Applicable (there are no additional costs and fees)

Distance education is offered via a consortium agreement with the online campus in Denver, Colorado.

7.07 Does the catalog contain an addendum/supplement?
☒ Yes ☐ No *(Skip to Question 7.08.)*

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☒ Yes ☐ No
(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes ☐ No
(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

As noted, an addendum with an effective date of 10/17/13 was included with the original catalog for the next start period. This section of the addendum includes a revised SAP policy, which provides a better explanation than the one in the catalog; program approvals, by campus; updated academic and program information; updates on loan, Illinois graduation and retention rates; and information on requirements for scholarships. Further, this addendum included financial information caps, APEX interest rates and fees, and faculty information.

7.08 Is the catalog available online?
☐ Yes ☒ No *(Skip to Question 7.09.)*

It is, however, available on the student portal.

7.09 Does the campus utilize a multiple-school catalog?
☒ Yes ☐ No *(Skip to Question 7.10.)*

If *Yes*, answer the following:
(a) Are all campuses using the same catalog of common ownership?
☒ Yes ☐ No
(b) Are all photographs utilized properly labeled to identify the location depicted?
☒ Yes ☐ No
(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☒ Yes ☐ No

The institution utilizes one catalog for all campuses in the state of Illinois.

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The institution advertises via its website (www.westwood.edu), YouTube, Twitter, FaceBook, and LinkedIn. Print media include brochures, pamphlets, and posters (Westwood 100 Promotion). TV spots are also used. Copies of signed releases were on file for all students/graduates used for the success stories (on YouTube, print, and TV spots).

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No *(Skip to Question 7.14.)*

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The institution discloses information on:

Completion and graduation rates - This document identifies the student graduation rate by gender, major racial and ethnic sub-group, and by certain aid statuses.

Employment disclosures - This document contains a summary of 2012 graduate performance by campus. Information is based on graduates from July 1, 2011, to June 30, 2012, as reported to ACICS on the Campus Accountability Report.

Financial aid disclosures - This document contains important information about the responsibilities associated with borrowing money to assist with student investment in college education.

Program disclosures - This document provides information about on-time graduation and placement rates, median loan debt, tuition and fees, as well as Standard Occupational Codes (SOC).

Retention and graduation rates - This document contains retention, completion, and graduation rates by campus.

Where is this information published and how frequently is this information being updated?
This information is published on the institution's website (www.westwood.edu) and is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The librarian regularly surveys the faculty for ideas on purchasing materials for their programs. Faculty requests are made prior to and during each term, and materials are ordered that align with the classes being taught. The librarian solicits ideas for new and supplemental materials from the program chairs during regularly scheduled meetings, and consults professional review sources and/or association websites for appropriate research materials.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $30,641.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
To date, the entire current year's library budget has been spent. Of that amount $3,000 was spent on books/reference materials, $24,320 was spent on electronic resources, and $3,321 was spent on periodicals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Faculty members routinely assign projects which require students to find, analyze, and/or retrieve information from the library resources. These assignments are clearly defined on course syllabi. In addition, faculty encourage students to take part in a campus-orchestrated scavenger hunt in which students are required to search the library for various resources such as a subject-based periodical, database, or reference material. Occasionally, faculty members ask the librarian to conduct research-focused demonstrations for students in the library.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
All Westwood College O'Hare students have access to the following electronic resources:
1. Academic Search Premier - provides access to over 4,700 full-text journals in the fields of art, engineering, humanities, natural and social science, and technology
2. Britannica Online - provides access to over 75,000 comprehensive articles, pictures, and illustrations contained in the Encyclopedia Britannica
3. Business Source Premier - provides access to over 2,300 full-text business journals and industry reports
4. Computer Source - provides access to IT and technology industries
5. Greenfile - provides articles, reports, and government documents on environmental issues from the fields of agriculture, education, law, health, and technology
6. LexisNexis Academic - provides global, regional, and local business news
7. Books on ESBCOhost - provides an online book collection developed by Westwood librarians
8. ProQuest Statistical Insight - cross-references over 30,000 governmental, university, and private demographic and economic reports
9. ProQuest Central - provides access to over 8,000 full-text journals in the field of business, economics, medicine, news, world affairs, science, education, etc.
10. STAT!Ref - provides full-text medical references
11. Points of View Reference Center - provides full-text access to 1,300 pro/con essays on controversial issues.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Ms. Ann Horan is the on-site librarian. She holds a master's degree in Library and Information Science from the ALA-accredited University of South Carolina, and a master's degree in Public Administration and a bachelor's degree in International Studies from the University of North Carolina-Chapel Hill. Ms. Horan has over 25 years of professional library experience in managing and developing academic and corporate library environments.The on-site hours for Ms. Horan are 7:30 a.m. - 4:30 p.m. Monday-Friday. Two trained student assistants supervise the library in the evenings and on Saturdays.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Construction Management

Bachelor's Degree in Construction Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Kathy Groth, program chair of the School of Design, oversees the programs. She holds a bachelor's degree in Econmics/Politcal Science from Northwestern University and a master's degree in Business Adminstration from DePaul University. She has six years of related professional experience and eight years of teaching experience.

Mr. Jeffrey Karlberg reports directly to Ms. Groth and is designated as the lead instructor for the Construction Management programs. He holds an associate's degree in Liberal Arts and Sciences from Morton College and a bachelor's degree in Computer Information Systems and a master's degree in Business Administration from DeVry University. He has six years of relevant construction management experience and nine years of teaching experience. As the lead instuctor, Mr. Karlberg serves as the point of contact to the Westwood corporate-level curriculum committee. He served on the corporate level ad-hoc committee charged with the most recent major curriculum modification. He provides expertise in curricular-related issues and assists with the overall delivery of the programs.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Community resources include a School of Business advisory committee that serves all four Chicago-area Westwood campuses, whose members provide recommendations for curriculum development, job placement, and equipment acquisitions; guest lecturers, who speak on current industry topics and trends and provide job search recommendations; and field trips that provide opportunities to view construction applications by various trades and the management process. The team verified the utilization of these community resources through student interviews and documentation of events.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Independent study contracts do not include appropriate evaluation criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. Mr. Jason Gall, major in Construction Management, signed a student independent study contract on August 12, 2013, for CM 340, Electrical Systems. The course-grading portion of the contract refers to the attached course syllabus for CM 340. The syllabus for CM 340 outlines grading criteria for the course delivered in the standard classroom format. It does not account for the increased requirement of the student to master the subject matter without the standard lectures and interaction that would normally occur in the classroom.

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Construction Management: No graduates
Bachelor's degree program in Construction Management: 3

How many calls to employers or graduates were successful?
Bachelor's degree program in Construction Management: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor's degree program in Construction Management: 3

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
All courses in the Construction Management programs require both assignments and projects that require out-of-class work. The syllabi identify the amount of expected homework hours. Student interviews and a review of faculty grade books verify the evaluation of assignments and projects.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Graphic Design

Bachelor's Degree in Graphic Design: Major in Visual Communications

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Kathy Groth, program chair of the School of Design, oversees the programs. She holds a bachelor's degree in Econmics/Political Science from Northwestern University and a master's degree in Business Administration from DePaul University. She has six years of industry experience and eight years of teaching experience.

Mr. Vincent Singleton is the designated as the lead instructor for the Graphic Design programs. Mr. Singleton reports directly to Ms. Groth. He holds a bachelor's degree in Psychology from Knox College and a master's degree in Fine Arts from Columbia College. He has 10 years of industry experience and 7 years of teaching experience. As the lead instuctor, Mr. Singleton serves as the point of contact to the Westwood corporate-level curriculum committee, provides expertise in curricular-related issues, and assists in the overall delivery of the programs.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☒ Yes ☐ No ☐ Not Applicable (Additional location only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Community resources include a School of Design advisory committee that serves all four Chicago-area Westwood campuses, whose members provide recommendations for curriculum development, job placement, and equipment acquisitions; guest lecturers, who discuss industry topics and trends as well as job search recommendations; field trips that provide opportunities to view and critique design installations and to observe the professional work environment; and community outreach projects, which consist of working with nonprofit organizations to develop concepts for logos, brochures, and promotional materials, that provide opportunities for real-world application of knowledge and skills. Utilization of community resources is verified through student interview responses and documentation of events.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No
☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Independent study contracts do not include appropriate evaluation criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. Cristopher Molina, Graphic Design: Major in Visual Communication, signed a student independent study contract on August 9, 2013, for ART 300, Art History. The course grading portion of the contract refers to the attached course syllabus for ART 300. The syllabus for Art 300 outlines grading criteria for the course delivered in the standard classroom format. It does not account for the increased requirement of the student to master the subject matter without the standard lectures and interaction that would normally occur in the classroom.

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Graphic Design: no placements; only graduate continued education
Bachelor's degree program in Graphic Design: Major in Visual Communications: 2

How many calls to employers or graduates were successful?
Bachelor's degree program in Graphic Design: Major in Visual Communications: 1
How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor's degree program in Graphic Design: Major in Visual Communications: 1

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
All courses in the Design programs require both assignments and projects that require out-of-class work. The syllabi identify the amount of expected homework hours. Student interviews and a review of faculty grade books verify the evaluation of assignments and projects.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.

☒ Yes ☐ No

(f) The use of appropriate experiences.

☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?

☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor's degree in Criminal Justice: Major in Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Carl F. Cooper administers the program; he has been the chair of the Criminal Justice program since 2009. Mr. Cooper holds an associate's degree in Law Enforcement from Trinidad State Junior College, a bachelor's degree in Business Administration from California Coast University, and a master's degree in Business Administration from California Coast University. He has continuing studies from Colorado State University and Northwestern University. Mr. Cooper volunteers at the Chicago Police Department and rides along with officers as a way of keeping his law enforcement skills current. He has held a number of positions working in the field of law enforcement and completed several specialized training programs related to the field.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program utilizes local area employers and law enforcement agencies to provide students with additional perspectives from guest speakers and field trips. Recent activities include speakers from, and visits to, the Cook County Court, Sheriff's Police Department, Cook County Morgue, victims' advocates, and Illinois State Police as verified by signed speaker-notification forms, and interviews with students and faculty.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No

☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Independent study contracts do not include appropriate evaluative criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. For example, all Criminal Justice courses include class attendance and participation as part of the evaluation. Crime Scene Investigation, currently being offered via independent study, also indicates that the student had to "participate in the classroom activity." However, these activities are not appropriate for an independent study course.

The following courses are currently being delivered through independent study:

- Crime Scene Investigation
- Women and Criminal Justice
- Crisis Intervention
- Special Topics in Criminal Justice

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor's degree in Crimunal Justice: Concentration in Administration:12

How many calls to employers or graduates were successful?
Bachelor's degree in Crimunal Justice: Concentration in Administration: 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor's degree in Crimunal Justice: Concentration in Administration: 5

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The institution provided sample of out-of-class work for current courses. In addition, the grading process was confirmed through the institution's portal, My Path, as well as during student interviews. My Path is a web-based portal in which faculty upload their evaluations as well as copies of the work.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor of Applied Science in Interior Design

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Roberto Lama, lead instructor, oversees the Interior Design program. Mr. Lama holds a bachelor's degree in Architectural Studies and a master's of Architecture degree from the University of Buenos Aires.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program utilizes guest speakers, field trips, an advisory board, and individuals from related fields who are invited as guest evaluators of student projects, for enrichment. The Interior Design program also incorporates local design-related events into the learning experience such as NEOCON, an annual large-scale design market event located in the Chicago area that draws people from across the country.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No

(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
A Blackboard-based course grade book was opened on the computer in the ACICS workroom. The daily grade area for each student includes out-of-class work in the overall class grade structure.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor's Degree in Software Development: Major in Game Software Development

Bachelor's Degree in Information and Network Technologies: Major in Systems Security

Academic Associate's Degree in Information and Network Technologies

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. John Boland, program director, administrates the Information Technology and Network Technologies programs. Mr. Boland holds a master's degree in Information Technology from Northwestern University, and a bachelor's degree in Computer Science and a bachelor's degree in Political Science from Loyola University. Mr. Boland joined the campus in May 2000 as adjunct instructor. In June 2005, Mr. Boland assumed a full-time instructor position, and in April 2007, he was promoted to program director. Prior to joining the campus, Mr. Boland served as the assistant director of information technology at Loyola University. Mr. Boland is a current member of the Institute of Electrical and Electronics Engineers (IEEE) and the Association for Computing Machinery (ACM), a Cisco Certified Academy Instructor (CCAI), and he has worked in the IT field for a number of years.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Campus staff and IT faculty members verified the use of various community resources to enrich the IT programs including guest speakers, field trips, a program advisory committee, and extracurricular activities with local community organizations. During classroom visits, Systems Security and Information and Network Technologies students described how they work outside of regularly scheduled class hours on the Fisher House project by providing help for military families, and doing voluntary computer and network maintenance for veteran's families and other people in the community. The students expressed pride and satisfaction in taking part in these activities and noted how much this has helped them gain more hands-on skills in addition to providing opportunities for applying their classroom knowledge to real-world experiences. The team reviewed e-mails and other documentation that verified several guest speakers have given IT topic presentations, and that students have participated in several field trips including visits to Microsoft launching events, Southside Security Hackers meetings, Fisher House, and the Chief Information Security Officer (CISO) 2012 conference at the Marriott Chicago in December 2012.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☒ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Independent study contracts do not include appropriate evaluative criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. All Information and Network Technologies courses listed below and offered as independent studies included class attendance and participation as part of the evaluation. However, these activities are not appropriate for an independent study course.

The following courses are currently being delivered through independent study:

- NW270 WAN Technologies
- NW310 LAN Security
- SGPG220 3D Game Engine Architecture
- NW301 Project Management and Technical Documentation

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No

(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's program in Information and Network Technologies: 2
Bachelor's program in Software Development: Major in Game Software Development: 1
Bachelor's program in Information and Network Technologies: Major in Systems Security: 8

How many calls to employers or graduates were successful?
Academic associate's program in Information and Network Technologies: 0
Bachelor's program in Software Development: Major in Game Software Development: 0
Bachelor's program in Information and Network Technologies: Major in Systems Security: 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Academic associate's program in Information and Network Technologies: 0
Bachelor's program in Software Development: Major in Game Software Development: 0
Bachelor's program in Information and Network Technologies: Major in Systems Security: 5

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

All syllabi included homework and other out-of-class assignment activities as a graded category and part of the total weighed final grade for each course. The team reviewed graded out-of-class and homework assignments as recorded by faculty in the campus grade book system.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The campus is participating in the Cisco Academy program and uses standard Cisco Academy equipment and courseware, along with the Microsoft Academy content in the course teaching and learning materials.

9. PROGRAM EVALUATION

Diploma in Medical Assisting

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Dr. Jeanine Smith is assigned to administer the Medical Assisting program. Dr. Smith has a doctor of Chiropractic degree from Texas Chiropractic College in Pasadena, Texas and a bachelor's degree in Biology from Rust College in Holy Springs, Mississippi. Dr. Smith began her career at Westwood College O'Hare in 2005 as an adjunct faculty, and was promoted to externship coordinator in 2006 and to program chair in 2007.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Documentation and interviews with students and faculty confirmed guest speakers and field trips are used to enrich the Medical Assisting program. Recent guest speakers include a corporate recruiter for Rosin Eyecare, as well as graduates of the Medical Assisting program; and field trips have taken to the International Museum of Surgical Science, the Lake County Coroner's office, and to the Illinois Holocaust Museum and Education Center.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No
☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

At the beginning of the first day of the visit, the team noted the agreement given to the cohort of students on externship did not include the requirements as stated in the *Criteria*; however, later in the day, the institution provided the team with a revised agreement that included the required elements to be used for externships as assigned next term.

9.12 Does the program use independent studies?
☐ Yes ☒ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☒ No

(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were 12 calls attempted.

How many calls to employers or graduates were successful?
There were 9 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were 9 calls that confirmed the employment of the graduates as reported on the 2012 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
Medical Assisting syllabi include an addendum that clearly outlines out-of-class homework and assignments. Completed out-of-class assignments were reviewed by the team and the Blackboard system used by the faculty evidenced graded homework and assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No

(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor of Science in Business Administration: Accounting and Financial Management

Bachelor of Science in Business Administration: Healthcare Management

Bachelor of Science in Business Administration: Marketing Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Kathy Groth, program chair for the School of Business and the School of Design, oversees the programs. As previously noted, she holds a bachelor's degree in Econmics/Politcal Science from Northwestern University and a master's degree in Business Adminstration from DePaul University. She has six years of related professional experience and eight years of teaching experience.

Ms. Groth typically teaches one or two courses per term; however, she is not teaching this term. Ms. Groth began as an adjunct instructor in August 2005 and was promoted to program chair in January 2008. Prior to her employment with Westwood, she worked for Chubb Computer Services (training operations manager), Tenneco Business Services (business analyst), and Ibbotson Associates (product support representative). Also, Ms. Groth is a certified member of HRCertification Institute Online Services through December 2014.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☒ Yes ☐ No ☐ Not Applicable (Additional location only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program chair and the faculty encourage the use of both guest speakers and field trips. Guest speakers have included a speaker from Rosin Eyecare, and students have participated in field trips to St Paul's House and the office of Dr. Theresa Jones.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No

(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor's degree program in Accounting: 1
Bachelor's degree program in Healthcare Management: 5
Bachelor's degree program in Marketing Management: 7

How many calls to employers or graduates were successful?
Bachelor's degree program in Accounting: 1
Bachelor's degree program in Healthcare Management: 4
Bachelor's degree program in Marketing Management: 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelors' degree program in Accounting: 1
Bachelors' degree program in Healthcare Management: 4
Bachelors' degree program in Marketing Management: 6

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The program chair demonstrated the use of the Blackboard-based system that is used by the faculty to monitor student progress and evaluate all work assignments (including homework) that are required for each course.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The full-time program chair is assisted by one full-time faculty and seven part-time faculty members who compose a qualified team to support the Business programs.

Summary of Citations

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

#	Criteria	Summary
1.	**Section 3-1-111**	The Campus Effectiveness Plan (CEP) does not meet Council's standards (page 4).
2.	**Section 3-1-412(d)**	Three admissions representatives do not have appropriate titles (page 9).
3.	**Section 3-1-441(c)**	Follow-up studies on graduates are not conducted at specific measuring points following placement (page 13).
4.	**Section 3-1-513(a) & Glossary**	Independent study contracts do not include appropriate evaluative criteria in some programs (pages 25, 29, 33, and 40).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration *(These recommendations are not included in the report seen by the Council)*:

- More guest speakers should be utilized in the Accounting and Marketing programs.

- Some lab activities, particularly in the Systems Security program, require system admin access or certain user permissions in order to complete activities. While IT students are provided the opportunity to perform these lab activities using virtual machines and platforms, it would be beneficial for them to have admin access to some designated equipment or be part of an Access Control List (ACL) that gives them more permissions than students from other programs. This would allow IT students to perform the lab activities that require installations and configurations on real machines and experience real-world environments.

- Faculty development plans should differentiate more clearly between in-service training (which is designed to increase teaching skills) and professional-growth activities (which are designed to enhance the faculty member's subject-matter expertise).

From:	Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>
Sent:	9/27/2013 4:27:20 PM -0400
To:	Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>
Subject:	70456 1st Edit
Attachments:	70456.ITT Tech-San Antonio ALI.doc

Ian Harazduk

Manager, Compliance

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ADDITIONAL LOCATION INCLUSION

ITT TECHNICAL INSTITUTE
2895 NE Loop 410
San Antonio, TX 78218
ACICS ID Code: 00070456

Mr. Barry Bailey, Director ((b)(6) @itt.tech.edu)
(b)(6) @itt-tech.edu

MAIN CAMPUS
ITT Technical Institute
Indianapolis, IN 46268
ACICS ID Code: 00016040

September 19-20, 2013

Dr. Alvin J. Marrow	Chair	Retired Academic Dean, Florida Metropolitan University - North Orlando	Winter Park, FL
Ms. Maura K. Wilson	Student-Relations Specialist	Director, Retired, Flagler College	Albany, OR
Ms. Mary Gail Lowery	Educational Activities Specialist	Retired, Alabama Department of Education	Gatlinburg, TN
Mr. Tom Phillips	IT Programs Specialist	Professor, Retired, Gibbs College	Tinton Falls, NJ
Ms. Silvia Gimbutas	Drafting and Design Specialist	Instructor, Westwood College	Chicago, IL
Mr. Ian R. Harazduk	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
ITT TECHNICAL INSTITUTE
SAN ANTONIO, TEXAS

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science degree	Academic Associate's degree	Drafting and Design Technology	1315	93	29/0	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Electrical Engineering Technology	1315	93	41/1	100%	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Network Systems Administration	1315	93	64/3	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Industrial Engineering Technology*	1315	93	0	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Software Development*	1315	93	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Electrical Engineering and Communications Technology**	2524	180	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Information Systems and Cybersecurity**	2594	180	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Software Development**	2523	180	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Project Management and Administration – Project Management and Administration Option, Construction Option, and Information Technology Option**	2326	180	0	n/a	n/a	n/a	n/a
		TOTAL ENROLLMENT			138				

n/a The campus enrolled its first students in June 2012. Data is not available for these programs. There were no graduates at the time of the visit.

* Anticipated starting dates for these programs are as follows: Industrial Engineering Technology (December 2013), Software Development (March 2014).

** Anticipated starting dates for these programs are as follows: Electrical Engineering and Communications Technology (December 2014), Information Systems and Cybersecurity (September 2014), Software Development (2015), and Project Management and Administration-Project Management and Administrative Option, Construction Option, and Information Technology Option (September 2014).

INTRODUCTION

The ITT Technical Institute in San Antonio is part of a nationwide system of over 140 campuses in 38 states owned and operated by ITT/ESI, which is headquartered in Carmel, Indiana. The campus, which opened its doors for classes in June 2012, currently offers 3 academic associate's degree programs and anticipates expanding its offerings at both the associate's and bachelor's degree levels. The campus, located in the heart of the Alamo country, mainly attracts students from the San Antonio metropolitan area, with a population of over 1.5 million, and includes a large contingent of students (30%) from 3 major military bases in the area. In addition, the student population, consisting of mainly adult and evening learners, is representative of the local community demographics to include the following breakdown: by race, 41.7% Hispanic, 26.7% Caucasian, 13.3% African-American, 3.3% Asian-American, and 15% undisclosed; and by gender, 85% male and 15% female.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement can be found on page 2, volume 9, of the 2013-2014 catalog.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.
☒ Yes ☐ No

(b) Student placement.
☐ Yes ☐ No ☒ Not Applicable (new additional location only)

(c) Level of graduate satisfaction.
☐ Yes ☐ No ☒ Not Applicable (new additional location only)

(d) Level of employer satisfaction.
☐ Yes ☐ No ☒ Not Applicable (new additional location only)

(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

The campus measures student learning outcomes using four measures: capstone courses, capstone assessment data, student engagement, and student success. For the first, capstone courses, many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the student's understanding of the program objectives. Beginning in December 2013, when the first capstone courses are offered, the campus dean will start tracking class average grades for capstone courses and develop a history of data that can be used to analyze student learning outcomes. For the second measure, or capstone assessment data, the campus assesses specific learning outcomes through the application of an assessment rubric (communication skills, teamwork, critical thinking, et al.). As assessment data becomes available after the first capstone classes are offered, the faculty will begin reviewing proficiency levels achieved by graduates and take measures for continuous learning outcomes improvement. Thirdly, the campus measures student engagement by taking into account student attendance and the ability of the student to complete program courses. Data is currently being collected by the dean to measure student engagement. Lastly, student success is measured by dividing the number of passing students by the number of student attempts. The number of students starting and passing a course is an indicator of the potential to achieve student learning outcomes. Data is currently being collected by the dean to measure student success.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable

(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable

(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

At the time of the visit, the campus was either beginning to or planning to collect data, with charts included, on the five required elements of the CEP. With baselines for each element already established, the data collected will be used to improve the educational offerings at the campus.

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☐ Yes ☐ No ☒ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☐ Yes ☐ No ☒ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus lists a number of goals and initiatives that it will undertake to meet its retention goals to include the following: improve student engagement; reduce student attrition; increase opportunities to build a sense of college community; increase tutoring opportunities, specifically with faculty and peer mentors; increase the use of guest speakers; provide a number of academically-focused student activities such as a student news broadcast, membership in clubs and associations, and career-related training exercises; and increase contact with students who do not attend class or are doing poorly in their academic studies.

Without any graduates, the campus does not list any specific placement activities and goals.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Mr. Barry Bailey, the campus director, is responsible for implementing and monitoring the CEP. Mr. Bailey has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute-Tucson, Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation. Mr. Bailey's professional development includes attendance at an ACICS Accreditation Workshop (November 2011), participation in the Career Colleges and Schools of Texas (CCST) conference (November 2012), and membership in CCST.

As chair of the CEP committee at ITT Technical Institute-San Antonio, Mr. Bailey has been instrumental in putting together a dynamic team of individuals to assist him in the development and implementation of the plan. Mr. Bailey's CEP team consists of the following individuals: the dean, director of finance, director of recruitment, registrar, and faculty representative from each school of study.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☐ Yes ☐ No ☒ Not Applicable (new additional location or initial applicant only)

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?

☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
As previouly noted, Mr. Barry Baily, the campus director, is responsible for the financial oversight of the campus. Mr. Bailey has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute, Tucson, Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
As previouly noted, Mr. Barry Baily, the campus director, is the on-site administrator for the campus. Mr. Bailey has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute, Tucson, Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

(b) Admissions.
☒ Yes ☐ No

(c) Curriculum.
☒ Yes ☐ No

(d) Accreditation and licensure.
☒ Yes ☐ No

(e) Guidance.
☒ Yes ☐ No

(f) Instructional resources.
☒ Yes ☐ No

(g) Supplies and equipment.
☒ Yes ☐ No

(h) The school plant.
☒ Yes ☐ No

(i) Faculty and staff.
☒ Yes ☐ No

(j) Student activities.
☒ Yes ☐ No

(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

COMMENDATIONS:
The team was impressed with the campus administration's attitude of "students come first." Students are the most important commodity on campus; their issues, needs, and wishes must come center-forward. The campus administration must be commended for its emphasis on students and their welfare. This student-oriented philosophy is reflected in the positive remarks made by students who were asked about their experience on campus. By focusing on students, the campus is commended for fulfilling the needs and aspirations of students and setting the stage for the establishment of a truly dedicated college community.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
Thirty-five student files were reviewed which included 25 active students and 10 drop students. Three of the 25 active students were on Satisfactory Academic Progress (SAP) probation, and two of the drop students had been dismissed for SAP. The campus has had no graduates up to this point.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Ms. Sylvia Astorga serves as the director of recruitment for the campus. Ms. Astorga holds a bachelor's degree in Occupational Education from Wayland Baptist University and an associate's degree in Instructor Technology from Community College of the Air Force.

Ms. Astorga has served as director of recruitment since March 2012. Prior to that she served as manager of recruitment for ITT for four years. Her additional experience includes 18 years as an Air Force recruiter and recruiter instructor, as well as contract recruiter for an insurance company.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team interviewed students, admissions representatives, the director of recruitment, and the director of finance as well as reviewed active and drop student files (the campus has not had any graduates to date.)

In interviews with students, they indicated that the recruiting practices of the campus are ethical and reflect the objectives of the programs. They expressed satisfaction with the process and with their understanding of what would be expected of them as students.

A review of student files indicated that appropriate records are on file, that students toured the campus prior to enrolling, and that all admissions documentation is in order.

All recruiting personnel at the campus undergo a comprehensive training program in which they must complete activities, have those assessed and ultimately become "certified" on the interview presentation; this is documented on an e-Campus transcript in the learning management system. On-going training takes place weekly. Additionally, representatives are observed quarterly by the director of recruitment who sits in on phone calls and prospective student interviews.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☒ Yes ☐ No

If *Yes,* is evidence of licensure or registration on file?
☒ Yes ☐ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☒ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress are published in the ITT Technical Institute catalog with a publication date of September 10, 2013 on pages 32-37.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

A warning status.
☐ Yes ☐ No ☒ Not Applicable (campus does not use)

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No

An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study

The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)

The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes,* is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. Ricardo Navejar serves as dean and he is responsible for the administration of satisfactory academic progress (SAP), reviewing student records, and ensuring that each student not making SAP is advised as to the campus' SAP requirements.

Mr. Navejar holds a master's degree in Business Administration (M.B.A.) and a bachelor's degree in Mechanical Technology and Computer Drafting Design from the University of Houston.

Mr. Navejar has served as dean for one and one-half years. Prior to transferring to the ITT San Antonio (East) campus, Mr. Navejar was a Computer Drafting and Design (CDD) instructor/chair for nine years. His experience prior to joining ITT was as an AutoCAD drafter for two years.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☐ Grants.
(c)☐ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Mr. Jacob Garcia serves as the director of finance (DOF). Mr. Garcia holds a bachelor's degree in Business Administration from the University of Texas at San Antonio.

Mr. Garcia has served as DOF since August 5, 2013. Prior to that, he served as a financial aid coordinator for ITT for three years, and various finance and collection positions for eight years.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

During the team visit, the director of finance registered as a member of the Texas Association of Financial Aid Administrators (TASFFA).

At the time of the visit, Mr. Garcia had served as DOF for six weeks. During that time, he participated in four E-courses: "Finance Management 101," "FAC Coaching and Development," "Sexual Harassment Awareness for Supervisors and Managers," and "Eligible Student Admissions".

In his three years as financial aid coordinator, Mr. Garcia particpated in nine other E-courses.

Even though Mr. Garcia is new to his position and has particpated in E-training, additional training is needed.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The campus holds student orientation sessions each quarter for new students. The sessions are held twice on two different dates and the dean, faculty, and campus managers greet new students and explain program expectations. Financial aid staff meet with students to ensure that financial paperwork has been completed, and career services discuss career choices and trends.

The orientation agenda also includes a review of campus policies and expectations including attendance policies, the student handbook, effective study habits, grievance policies, and other general questions.

The campus staff offers advisement. Students are referred to outside professional agencies for in-depth counseling.

Tutoring by academic personnel is available to all student who are failing or performing below expectations. This is coordinated through the learning resource center (LRC).

Campus staff will assist students with other issues affecting retention such as transportation and part-time employment.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☐ Yes ☐ No ☒ Not Applicable

The campus has not yet had any graduates.

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Although the first graduating class will not complete until February 2014, the position of director of career services was filled by Ms. Cidalin Rojas-Nava in August 2013.

Ms. Rojas-Nava holds a bachelor's degree from Texas A&M - Corpus Christi in Criminal Justice and an associate's degree from Del Mar College in Criminal Justice.

Prior to joining ITT in August 2013, Ms. Rojas-Nava served in a variety of roles with other educational institutions: director of career services for three years, school director for six years, and as an instructor of cosmetology for two years.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 6
The ending enrollment reported on the previous year's CAR is 6

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The campus utilizes SmartForms for entrance counseling and provides each student with copies of their cost summary and a "Payment Addendum to Enrollment Agreement" (CSPA) which specifies financial obligations for the academic year (three academic quarters). A new CSPA is created each academic year and reviewed with the student by a financial aid coordinator. When students graduate, drop or are dropped by the campus, an exit interview is conducted or mailed to the students outlining their responsibilities for loans. Students are given a debt management guide, deferment eligibility chart, and a repayment estimator chart to assist in making decisions about their student loans. Contact numbers and e-mail addresses of lending institutions and other important offices are provided to students for possible future use. If the student is unavailable for an appointment, exit interview documents are sent by certified mail.

4.67 Describe the extracurricular activities of the campus (if applicable).
Extracurricular activities of the campus include the following: student appreciation grills, field trips, awards ceremonies honoring attendance and grades, and a number of major-affiliated honor societies and associations.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Mr. Ricardo Navejar is the academic dean. Mr. Avejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
There is a constant flow of program development from the corporate office to the campus' administrative team. The campus dean, supported by subject matter experts, faculty and staff, is ultimately responsible for the development, administration and the academic integrity of the programs offered at the campus. The academic dean and faculty participate in faculty meetings, professional development plans, and in-service training. In addition, the campus has a signed job description detailing duties and responsibilities of faculty in matters of academic governance.

5.05 Is the time devoted to the administration of the educational programs sufficient?

☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No

5.11 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable

5.12 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

5.13 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.15 What provisions are made for individual differences among students?
Provisions are made for students with individual differences and/or special needs through following the ADA requirements and through flexibility in the organization and administration of instruction. Students with special needs may request special assistance provided appropriate documentation is disclosed and presented to the director of the campus for consideration.

Faculty members are encouraged to use a variety of teaching styles and methods to accommodate diverse learning styles and individual differences. The campus provides early intervention by academic personnel by offering tutoring and mentoring intervention with students who need assistance with their programs of study. Faculty members encourage all accelerated students to undertake extra projects and to assist fellow students when possible.

All theory and lab classrooms have LCD projectors with DVD playing capabilities. The campus opened in June 2012 and furnished classrooms with new furniture and computers in well-lighted and clean classrooms which encourages an environment for effective classroom instruction.

5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The corporate-driven curriculum has a systematic process of curricula evaluation, revision and changes. Central campus faculty interact with national chairs who specialize in a particular industry or area of expertise for each program of study offered at the campus. Faculty

may also submit suggested changes and additions in syllabi and course learning resources to the dean for implementation.

5.17 Does the faculty participate in this process?
☒ Yes ☐ No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☐ Yes ☐ No ☒ Not Applicable (campus does not award such credit)

5.20 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
The team verified documentation of a systematic process of in-service training and professional growth activities through team-led meetings. Personnel files included professional development plans to enhance faculty expertise.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to

support completed activities listed on the plans?
☒ Yes ☐ No

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

GENERAL COMMENTS:
The team observed a very dedicated faculty and an energetic and engaged student population. The academic dean, faculty members, and staff were extremely excited about all programs of study and specifically, the success of their students.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The campus, located off interstate 410, contains 20,378 square feet to include theory classrooms, laboratories, administrative offices, library, and bookstore. The parking area is large enough to meet the maximum capacity of 440 students and staff. The facility is in compliance with ADA as well as other federal, state, and local ordinances and regulations. Working environments for finance, recruitment, career services, and academic affairs exist along with a student lounge, testing rooms, computer labs, theory classrooms, and a learning resource center. The facility is clean and environmentally pleasing; it does meet the needs of students, staff, and faculty.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment

☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used for the evaluation visit is the ITT Technical Institute, San Antonio (NE LOOP 410), Texas 2013-2014 catalog, volume 9, published on September 10, 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No

(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar.
☒ Yes ☐ No
(i) A full disclosure of the admission requirements.
☒ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No
(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No
(p) The transfer of credit policy.
☒ Yes ☐ No
(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No
(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)
(s) The refund policy.
☒ Yes ☐ No
(t) A statement describing the student services offered.
☒ Yes ☐ No
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes*, does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?
☐ Yes ☒ No

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☒ No

7.08 Is the catalog available online?
☒ Yes ☐ No

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises through television advertisements, brochures, mailers, flyers, and online through its website and banner advertisements.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus routinely publishes occupational codes for all of its programs, on-time graduation rates, costs, placement rates, and media loan debt. It should be noted that the information presented is an aggregate for all ITT Technical Institute campuses under the Inadianapolis main campus which includes the San Antonio additional location.

Where is this information published and how frequently is this information being updated?
The information is published on the institution's website and is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The campus library is supported by corporate personnel to ensure that the level of library resources needed are provided in relation to programs offered at the campus. The learning resource center (LRC) coordinator is constantly seeking information from students, faculty, and lead instructors in the development and utilization of an adequate base of library resources, in a continuous assessment strategy for library resources and adequate staff, and in providing training for faculty and students in LRC resources.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is as follows: $2,087 or .1% of tuition revenue in addition to the use of the corporate generated virtual library.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
At the time of the visit, the campus has spent $375 or 18% of the budget for periodical, library equipment and other resource and reference materials.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
All first quarter students are introduced to the LRC and the virtual library through classroom visits and/or scheduled programs in the LRC. All faculty members are required to participate in tutoring logistics of the virtual library to ensure how students can benefit from the use of the virtual library. Faculty members are required to create a virtual library assignment for students for research projects in addition to other library assignments.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The institution's library offers full-text on-line support for all of the programs offered by the institution through various electronic resources and physical collections. Full-text library materials and services are available at times consistent with the typical student's schedule in both day and evening programs including EBSCOHost, Gale, Books 24/7, and Ebrary. The library provides a variety of on-line periodical database full-text articles on topics in the arts, sciences, social sciences, humanities, and mathematics fields.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
The campus has two full-time library assistants who are Ms. Nancy Castro and Ms. Courtney Parker. Ms. Castro has her bachelor's degree in Business and associate's degree in Behavioral Sciences from Concordia University in San Antonio and four years of experience as a banker. Ms. Parker has her bachelor's degree in English from Texas State University in San Marcos and five years of

experience as a library technician and assistant. The assistants are members of the Texas Library Association. The assistants share on-site library hours which are 9 a.m. until 9 p.m. on Monday through Friday and 9 a.m. until 2 p.m. on Saturday.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Drafting and Design Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Ricardo Navejar is the academic dean. Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?

☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?

☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

There are three field trips and two guest speakers, which are described below, that the team found sufficient to enrich the Drafting and Design Technology program.

There was a field trip to the U.S. Army Corps of Engineers were the students were exposed to the construction activities in progress. Another visit to CDS Muery Engineers and Surveyors was a real-world experience to observe the use of Computer Aided Design (CAD) on the daily basis operations of this consulting firm that offers civil engineering, surveying, 3D laser scanning and mapping services. Also in April 2013, there was a visit to the Methodist Specialty and Transplant Hospital in San Antonio. The students toured the facilities and reviewed reports from the Environmental Protection Agency analyzing indoor air quality and other hospital systems requirements. All field trips are documented with waiver and release forms signed by the students and faculty attending to the activity.

The team also verified documentation related to the guest speakers that were invited to this campus. Architect Billy Johnson from Studio Industrielle presented examples of his work and how he applies different sketching and drawing techniques in the design process. Mr. Rudy Montanez, a CAD Manager operator, was another guest speaker invited to this campus to talk about his work experience.

9.08 Is the utilization of community resources sufficient to enrich the program?

☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
N/A

How many calls to employers or graduates were successful?
N/A

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
N/A

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☒ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☐ Yes ☐ No ☒ Not applicable

9. PROGRAM EVALUATION

Academic Associates Degree in Electrical Engineering Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Ricardo Navejar is the academic dean. Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012. He is assisted by subject matter expert, Mr. Robert McCullar. Mr. McCullar holds an associate's degree in Electronical Engineering Technology from ITT Technical Institute in San Antonio, Texas and a bachelor's degree in Occupational Technology from Wayland Baptist University in San Antonio, Texas.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has had a field trip to Southwest Research Institute on February 11, 2013 where students observed and learned about the practical work in electronics. A guest speaker, Sergeant Shaun D. Canfield was brought in to speak to the GS1145 Strategies for the Technical Professional class on November 26, 2012. The topic was "Interview for Success."

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-512 (c)): There are not sufficient community resources utilized to enrich the program. While one program specific field trip was held and one general studies related guest speaker was brought in, this limited use of community resources alone is not sufficient to enrich the program. The self-study submitted by the campus mentions the importance of an advisory committee as a community resource in program development and revision, student placement, selection of learning materials and recruitment of faculty and guest speakers. Section 5.8.1 of the submitted campus self-study states that advisory committees are "being formed and will meet during the June 2013 quarter." While the team was provided a general agenda for a proposed meeting date of October 24, 2013, the team was provided no specific evidence to show that the advisory committee was being formed. In addition, the campus provided no evidence of future scheduled field trips, guest speakers, or other activities in this program.

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No .

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No

(b) Course numbers
☒ Yes ☐ No

(c) Course prerequisites and/or corequisites
☒ Yes ☐ No

(d) Instructional contact hours/credits
☒ Yes ☐ No

(e) Learning objectives
☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No

(h) Instructional methods
☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
N/A

How many calls to employers or graduates were successful?
N/A

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
N/A

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.

☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

COMMENDATIONS:
Students interviewed by the team all expressed great satisfaction with the instructors, the administration and their program and the school in general.

9. PROGRAM EVALUATION

Academic Associates Degree in Network Systems Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Ricardo Navejar is the academic dean. Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012. He is assisted by subject matter expert, Mr. Mario Martinez. Mr. Martinez holds a bachelor's degree in Composite from Texas A&M University and an associate's degree in Computer Technology from Laredo Community College in Laredo, Texas. Additionally, Mr. Martinez is CompTIA A+ and Network+ certified.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has had a field trip to Randolph-Brooks Federal Credit Union on October 17, 2012 where students observed and learned about the credit union's working data center. A guest speaker, Sergeant Shaun D. Canfield was brought in to speak to the GS1145 Strategies for the Technical Professional class on November 12, 2012. The topic was "Interview for Success."

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☒ No

(Section 3-1-512 (c)): There are not sufficient community resources utilized to enrich the program. While one program specific field trip was held and one general studies related guest speaker was brought in, this limited use of community resources alone is not sufficient to enrich the program. The self study submitted by the campus mentions the importance of an advisory committee as a community resource in program development and revision, student placement, selection of learning materials and recruitment of faculty and guest speakers. Section 5.8.1 of the submitted campus self-study states that advisory committees are "being formed and and will meet during the June 2013 quarter." While the team was provided a general agenda for a proposed meeting date of October 24, 2013, the team was provided no specific evidence to show that the advisory committee was being formed. In addition, the campus provided no evidence of future scheduled field trips, guest speakers, or other activities in this program.

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
N/A

How many calls to employers or graduates were successful?
N/A

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
N/A

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

COMMENDATIONS:
Students interviewed by the team all expressed great satisfaction with the instructors, the administration, and their program and the campus in general.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1	**Section 3-1-512(c)**	There is not sufficient use of community resources to enrich the academic associate's degree programs in Network Systems Administration and Electrical Engineering Technology (pages 26-27 and 30).

RECOMMENDATIONS

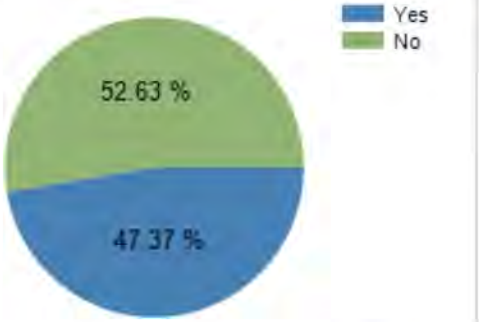
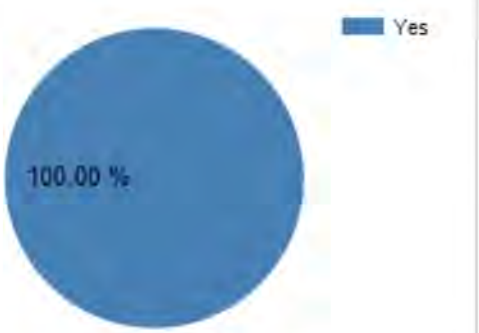
The evaluation team offers the following recommendations for the institution's consideration *(These recommendations are not included in the report seen by the Council)*:

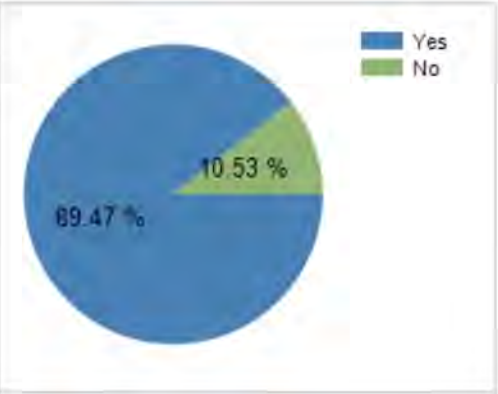
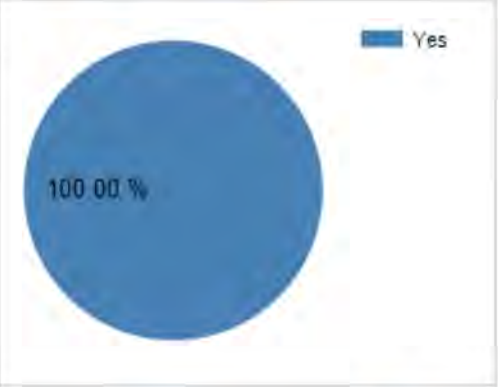
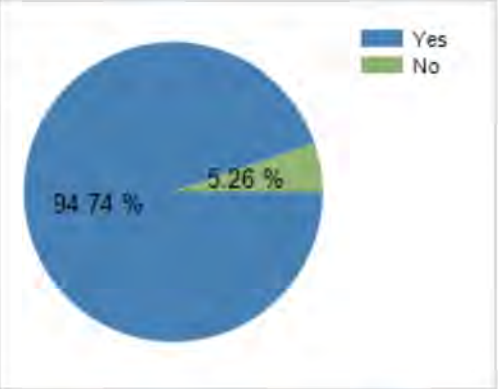
Drafting and Design Technology:

- A projector in the Drafting and Design Technology classroom to support the mode of instructional delivery to students in the program.
- Students should receive a package with drawing materials that includes a drawing board and proper drawing tables with parallel or T-rulers. These items should be included in the package of supplies that students receive at the beginning of the term.

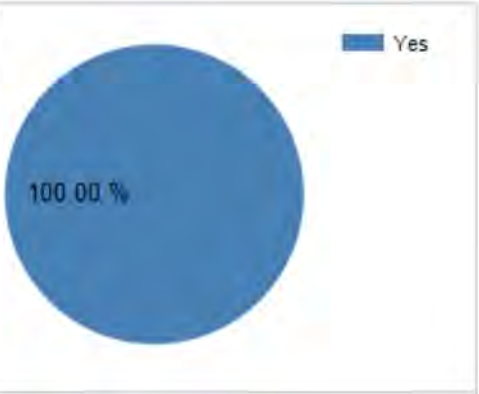
Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs.

Student Survey Response Summary Graph

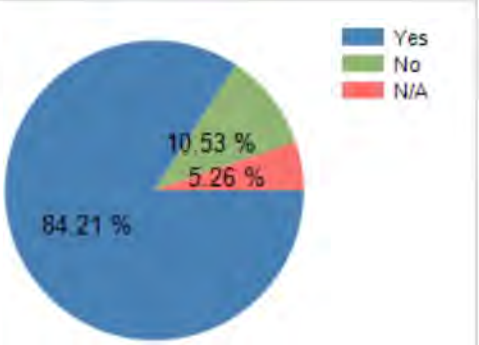
Personify Id	Survey Question	Category	Count	
00070456				
	1.1. Do you have other postsecondary or college education?	Yes	9	
		No	10	
	1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?	Yes	14	
		No	0	
		N/A	4	
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs	Yes	19	

	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school	Yes	17	
		No	2	
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees	Yes	19	
	2.2. Did you receive a catalog or provided access to an online catalog?	Yes	18	
		No	1	
	2.3. Did the catalog accurately portray programs, services and policies of the institution?	Yes	19	
		No	0	

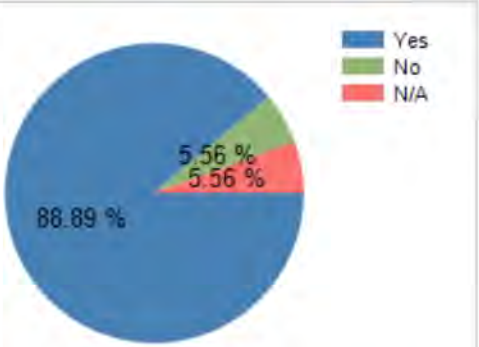
	2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?	Yes	19
		No	0



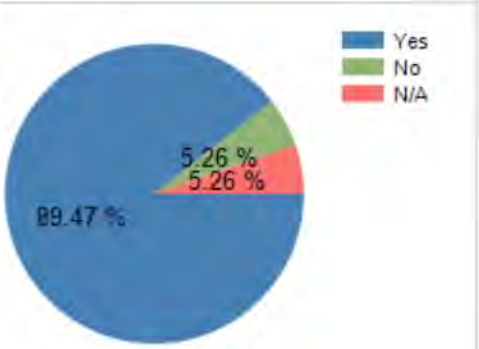
	3.1. Do you receive financial aid?	Yes	16
		No	2
		N/A	1

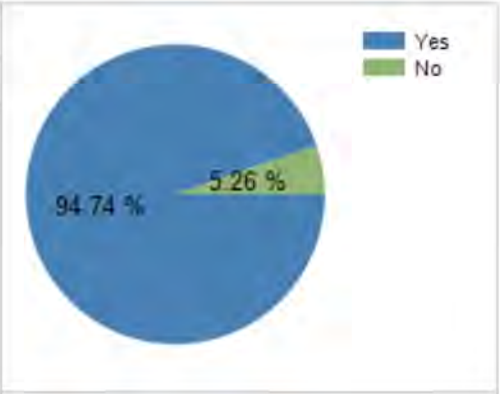
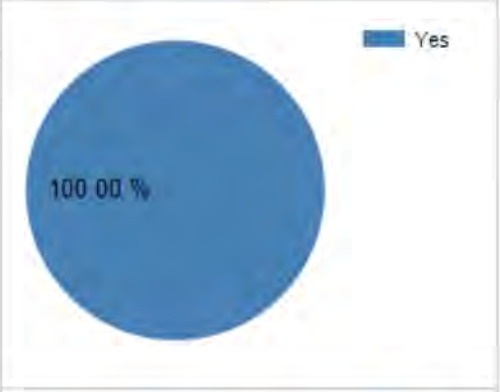
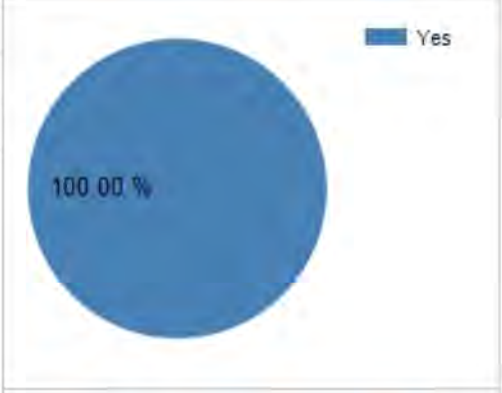
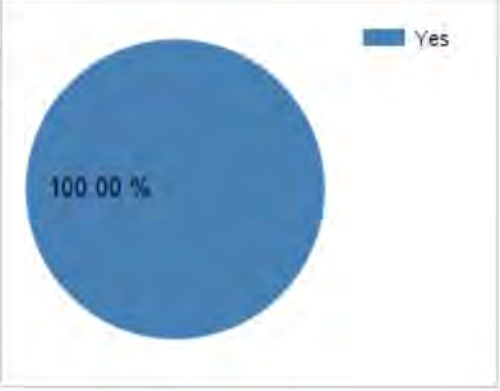


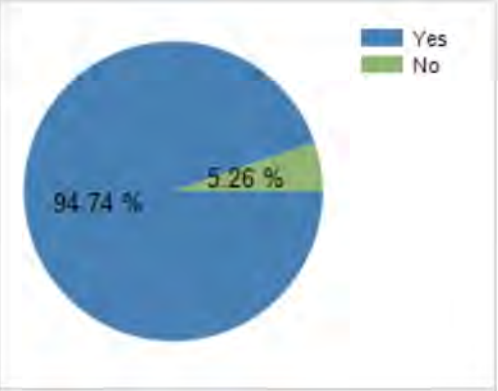
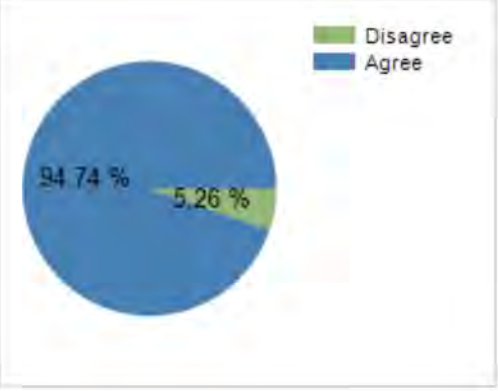
	3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?	Yes	16
		No	1
		N/A	1



	3.3. Are you aware of your loan repayment obligations?	Yes	17
		No	1
		N/A	1



	4.1. Do you know when you will complete your program?	Yes	18	
		No	1	
	4.2. Are your instructors available to provide additional help?	Yes	19	
		No	0	
	4.3. Are computers, lab equipment, etc. in good working order?	Yes	19	
		No	0	
		N/A	0	
	4.4. Were textbooks available when you started classes?	Yes	19	
		No	0	

	4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?	Yes	18	
		No	1	
	5.1. Overall, I am satisfied with the quality of education I am receiving.	Disagree	0	
		Agree	19	
	5.2. I would recommend this school to others.	Disagree	1	
		Agree	18	

From:	Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>
Sent:	11/6/2012 2:47:34 PM -0500
To:	Earline Simons <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5fe02f7f69c24758875869be6d16e72d-ESimons>
Subject:	Another...
Attachments:	12822.ITT Tech-Tarentum NG.doc

Ian Harazduk

Manager, Compliance

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REEVALUATION

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(b)(6) @itt-tech.edu

Main Campus
ITT Technical Institute
9511 Angola Court
Indianapolis, IN 46268
ACICS ID Code: 00016040

Mr. Joshua Joseph, Campus Director ((b)(6) @itt-tech.edu)

November 11-12, 2012

John Smith	Chair	Corinthian Colleges, Inc.	Santa Ana, CA
Kelly Moore	Student-Relations Specialist	Westwood College	Woodbridge, IL
Ronald Mosley	Education Specialist	(Retired) Alabama DOE	Boaz, AL
Alex Yarbrough	Criminal Justice Specialist	Virginia College	Chelsea, AL
Terry Owens	Drafting/Construction Specialist	Southern Illinois University	Carbondale, IL
Owate Chujor	Electrical Engineering Specialist	Minnesota School of Business	Brooklyn Center, MN
Barry Phillips	Visual Communications Specialist	Consultant, NBC, PBS	Burleson, TX
Kathryn Sellers	Staff Representative	ACICS	St. Augustine, FL

PROGRAMS OFFERED BY

ITT Technical Institute

Tarentum, PA

CREDENTIAL EARNED	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./Qtr.Hrs.	Enroll: Full-time/Part-time	AIR Retention & Placement			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Academic Associate Degree	Computer Drafting and Design	1524	96	42/7	78.2%	84.2%	76%	65%
Academic Associate Degree*	Visual Communications	1504	96	5/2	N/A	N/A	N/A	N/A
Academic Associate Degree	Criminal Justice	1514	96	22/8	65.1%	83.3%	**58.6%**	**50%**
Academic Associate Degree	Information Technology – Computer Network Systems	1514	96	91/21	87%	82.5%	77%	75.8%
Academic Associate Degree	Computer and Electronics Engineering Technology	1514	96	50/10	72.5%	85.7%	69.9%	91.3%
	TOTAL ENROLLMENT		258					

* Program reviewed for the first time.

INTRODUCTION

The first campus of ITT Technical Institute, Indianapolis, opened in 1956. ITT Corporation acquired the Sams Company and the Indianapolis campus in 1966. The acquired campuses became the three original campuses of ITT Educational Services, Inc. ITT Technical Institute, Tarentum opened in Monroeville, Pennsylvania in September 1996. The campus moved to its current location in Tarentum in 2010. The campus is located inside the Pittsburgh Mills Mall at 100 Pittsburgh Mills Circle. The campus occupies approximately 22,500 square feet of space housing classrooms, offices, a student lounge and a learning resource center.

1. MISSION

1.01 Response submitted by Academic Administrative Center
1.02 Response submitted by Academic Administrative Center
1.03 Response submitted by Academic Administrative Center
1.04 Response submitted by Academic Administrative Center

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 Does the campus have its own CEP, separate from the institution's IEP?
☒ Yes ☐ No

1.09 Does the CEP describe the following?
The characteristics of the programs offered.
☒ Yes ☐ No
The characteristics of the student population.
☒ Yes ☐ No
The types of data that will be used for assessment.
☒ Yes ☐ No
Specific goals to improve the educational processes.
☒ Yes ☐ No
Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
Student retention.
☒Yes ☐ No
Student placement.
☒Yes ☐ No ☐ Not Applicable (new branch only)
Level of graduate satisfaction.
☒Yes ☐ No ☐ Not Applicable (new branch only)
Level of employer satisfaction.
☒Yes ☐ No ☐ Not Applicable (new branch only)
Student learning outcomes.
☒ Yes ☐ No

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.
The campus uses the following methods to assess the ability of students to meet program objectives upon completion of the program:

- Capstone Courses: Many of the campus' programs utilize a capstone course to solidify the student's overall learning processes and to determine the level of the students understanding of the program objectives.
- Capstone Assessment Data: For some programs, specific learning outcomes assessment is carried out through the application of assessment rubrics. As capstone outcomes assessment date become available, faculty reviews proficiency levels achieved by graduates with respect to specific outcomes and takes improvement action as needed.
- Student Engagement: Student engagement is measured by student attendance and the ability to complete program courses.
- Student Success: Student success is measurement of the number of passing students divided by the number of student attempting a course. A student attempt is counted each time a student sits for a particular class.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.
To meet specific placement and retention goals, the dean is responsible for meeting with faculty to ensure daily interaction with absent and at-risk learners. The dean will, on a weekly basis;

- maintain contact with at-risk learners, identify weaknesses and implement plans for improvement
- work on a quarterly basis with faculty to introduce active learning techniques,
- eliminate ineffective overuse of media in the classroom
- identify overuse by faculty and implement alternative media choices
- implement student best college practices to 1st quarter students
- collaborate with Strategies faculty to identify key factors of successful college students. Students who receive a grade of D or F will be contacted weekly
- students will be encouraged to meet with their instructors and to seek assistance from tutors if necessary.

1.16 Does the campus have documentation to show the following?
(a) That the IEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
The CEP is developed, reviewed, analyzed, maintained, and monitored by a campus steering committee. The committee consists of the campus director, dean, director of finance, recruitment, career services, registrar, campus chairs from each school of study, and faculty. The functional director's work within their departmental teams to perform the actions included in the CEP. The campus director has the ultimate responsibility to ensure the implementation of the CEP and the campus director is responsible for coordinating, organizing, and preparing the summary report of the CEP.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No

2. ORGANIZATION

2.01 (a) Response submitted by Academic Administrative Center
2.01 (b) Response submitted by Academic Administrative Center

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No

2.09 Response submitted by Academic Administrative Center

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Joshua Joseph is the campus director and has served in this role since January 2010. Prior to becoming the campus director, Mr. Joseph served as the director of career services and the 2nd director of admissions. Mr. Joseph has a bachelor's and a master's degree in Business Administration from the University of Phoenix. Mr. Joseph attended an accreditation workshop in November 2011.

3.04 Does the campus list degrees of staff members in the catalog?

☒ Yes ☐ No
If Yes, is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Response submitted by Academic Administrative Center
(b) Admissions.
☒ Yes ☐ No
(c) Response submitted by Academic Administrative Center
(d) Response submitted by Academic Administrative Center
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Response submitted by Academic Administrative Center

3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students? (The campus does not admit ability-to-benefit students.)

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 30 academic files and seven financial aid files during the evaluation.

4.02 How does the institution ensure that its student relations reflect high ethical standards?

The campus begins ensuring high ethical standards with a Code of Business Conduct and Ethics produced by the institution. To support the Code of Business Conduct and Ethics and daily operations, the campus provides training. The departments of career services, financial aid, education, and recruitment provide training to new employees and on-going training to their current employees. Employees participate in ITT - Technical Institute institutionally provided annual training programs. This training is reinforced through written policies and procedures available electronically to all employees. Policies and procedures are buttressed with handbooks specific to each department's area of operation. Checks and balances are also included to review daily operations in each of these departments. Internal and external audits, as applicable, are also conducted on a regular basis to evaluate work product and the corporate office employs a number of controls to stop processes from moving forward until specific documentation and information is provided. Finally, communication avenues exist for employees to bring up issues and concerns. For example, financial aid employees can send questions via e-mail to SFSApproval for insight, guidance and resolution from the corporate office. Additionally, there is a 24 hour Ethics Hotline available for employees to call to report concerns.

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 **Reviewed at AAC**

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Troy Otradovec is the director of recruitment and is responsible for the oversight of student recruitment at the campus. He has six years experience in private sector admissions in increasing levels of responsibility. Mr. Otradovec joined the campus two years ago as the director. He has a bachelor's degree in Marketing from the University of Wisconsin - Whitewater.

4.10 Describe the process for the recruitment of new students.
The process of new student recruitment occurs in two phases. Phase one covers the creative marketing and marketing functions, which are handled by the corporate office. The corporate office is responsible for designing the copy and developing the creative material used in their marketing functions, which include TV advertising and internet representation. Marketing materials are used for the purpose of generating interest in the campus.

Phase two of the recruitment process occurs on the campus, which begins with an admissions representative receiving a lead, through a rotation schedule, scheduling an appointment for a tour and conducting an interview with a prospective student. During the appointment, the prospective student will work individually with an admissions representative who will provide general campus and program specific information via a standardized online presentation. A tour of the campus is also given to the prospective student who is introduced to faculty and staff.
The application process to ITT Technical Institute - Tarentum is the same for all prospective students, with the exception of those enrolling in the Criminal Justice and Visual Communications Associate of Specialized Technology programs. Applicants for admission to these associate degree programs shall be admitted on the basis of a high school diploma or GED and successfully passing the Wonderlic test with a score of 13 or higher. Applicants for the Criminal Justice and Visual Communications programs shall be admitted on the basis of a high school diploma or GED and a score of 17 or higher on the Wonderlic test.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?
☒ Yes ☐ No

4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.12 Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.13 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

The state of Pennsylvania requires the licensure of admissions representatives if the highest academic credential offered by the campus is a diploma. Since ITT Technical Institute, Tarentum offers associate degrees, the campus is exempt from this requirement.

4.14 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.17 **Reviewed at AAC**

4.18 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No

4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?
☒ Yes ☐ No

4.21 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No
If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
The campus publishes its standards of satisfactory academic progress policy (SAP) on pages 24 - 28 of the ITT Technical Institute - Tarentum, PA 2012-2013 academic catalog, Volume 40, published September 25, 2012.

4.22 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No
(c) Procedures for re-establishing satisfactory academic progress.

☒ Yes ☐ No
(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals.
☒ Yes ☐ No
Incomplete grades.
☒ Yes ☐ No
Repeated courses.
☒ Yes ☐ No
Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (institution does not offer)
Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (institution does not offer)
A probationary period.
☒ Yes ☐ No
An appeal process.
☒ Yes ☐ No
An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (institution does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (institution does not offer)
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (institution does not offer)
The implications of transfer credit.
☒ Yes ☐ No

4.23 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.24 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.25 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.26 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.27 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.29 Are students allowed to remain on financial aid during the probationary period?
☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)
If Yes, is the student informed of this policy?
☒ Yes ☐ No

4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress? ☒ Yes ☐ No

4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)

4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment)

4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Heather Solomon is the dean of the campus. Prior to joining ITT Technical Institute in 2010, Ms. Solomon worked in and held teaching and training positions in the field of healthcare for 14 years. She holds an associate's degree in Histology Technician from Western School of Health and Business in Pittsburgh, Pennsylvania; a bachelor's degree in Business Management and a master's degree in Curriculum and Instruction of Adult Learners from Point Park University in Pittsburgh, Pennsylvania.

4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.37 reviewed at the institution level

4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?
☒ Yes ☐ No ☐ Not Applicable (institution offers loans only))

4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.40 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c)Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?
☒ Yes ☐ No
If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?
☒ Yes ☐ No ☐ Not Applicable

4.42 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (institution has not changed tuition and fees)

4.43 Is the institution's refund policy published in the campus catalog?
☒ Yes ☐ No

4.44 Is the refund policy fair, equitable, and applicable to all students?

☒ Yes ☐ No

4.45 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.46 Does the campus offer financial aid?
☒ Yes ☐ No

4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Kayla Vicinski, director of financial aid, is responsible for administering student financial aid. She has a master's and bachelor's degree in accounting from Robert Morris University. She started with ITT - Technical Institute as a financial aid coordinator at the Greentree campus seven years ago and has held the director position at this campus since 2008. Prior to joining ITT Technical Institute, Ms. Vicinski held positions at an accounting firm and in management.

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
☒ Yes ☐ No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
☒ Yes ☐ No

4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
The financial aid office stays current with policy and regulation changes with membership in the Pennsylvania Association of Student Financial Aid Administrators and receives regular e-mail updates. Additionally, the office participates in a variety of professional development activities such as attendance at various state conferences hosted by the state association and conference calls with the corporate office.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No

4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
ITT Technical Institute, Tarentum campus offers a variety of student services. Each student participates in a new student orientation program coordinated by the admissions department prior to the start of a new term. Tutoring is provided free of charge to students in need of additional academic assistance. Full-time and adjunct faculty provide tutoring assistance. Program chairs will assist students in helping them overcome obstacles to stay in school. Career Services offers professional services on a variety of topics such as professional resume creation and job searches.

4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes ☐ No ☐ Not Applicable

4. 56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Mr. Bart Blum is the director of career services. Prior to serving in his current role, he served as a branch manager for a staffing company, as the executive director for a non-profit organization and as an adjunct instructor for ITT - Technical Institute. Mr. Blum has a bachelor's degree in Criminal Justice and a master's degree in Multidisiplinary Studies, both of which were earned at the State University of New York College at Buffalo.

4.58 Does the institution offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (institution enrolls only international students on a student visa)

4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?
☒ Yes ☐ No

4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The process begins when the student enrolls at the campus. The student completes a loan entrance counseling and is given information about their obligations. As the students complete the Master Promissory Note, the financial aid department spends extra time in pointing out crucial information for the students regarding their loan amounts. Students are provided with a student aid handbook published by the U.S. Department of Education. Loan repayment obligations are reinforced each time a student has a conversation with financial aid and reviewed during a student's repackaging process. Individual, in-person exit counseling is completed by the campus when the student graduates. When a student is no longer in attendance and has not met in-person with the financial aid department, exit counseling information is sent to the student by the campus and the institution. Additional resources are made available to the student when the student moves into repayment status.

4.64 Describe the extracurricular activities of the institution (if applicable).
The campus provides a number of extracurricular activities for their student population. On an academic front, the campus offers workshops to prepare students in developing their professional networking skills, budgeting workshops, guest speakers and midterm "Math and Munchies" event. Additionally, there is an active criminal justice club on campus. The campus offers student appreciation week and barbeque events for their students.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Ms. Heather Solomon, dean of academic affairs, oversees the educational activities of all academic programs at the Tarentum campus of ITT Technical Institute. Ms. Solomon holds a bachelor's degree in Business Management from PointPark College and a master's degree in Curriculum and Instruction from PointPark University. She has served as dean since March of 2010. Prior to her current position, she was an instructor and team leader at Sanford Brown Institute for two years, an instructor at Everest Institute for five years, and a program chair at Western School of Health and Business for three years. Ms. Solomon had two years of work experience in histology and other health related experiences prior to entering college administration. She is supported by Ms. Annaliese Piraino, associate dean for general studies, and four program chairs.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The dean of academic affairs, Ms. Heather Solomon, is assigned fulltime to the position and is primarily responsible for curriculum issues, professional growth and inservice activities, student relations, teacher evaluation, the learning resource center, and assistance with employment of academic staff. Ms. Solomon reports directly to the campus director and her job description clearly identifies her role and responsibility in regard to academic operations. The associate dean for general studies, Ms. Annaliese Piraino, and program chairs assist her in the administration and implementation of academic programs and are allocated sufficient time and authority to assist with academic issues.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07- **Reviewed at AAC**

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?
☐ Yes ☒ No (Skip to question 5.10)

5.10 Are the educational programs consistent with the campus mission and the needs of its students?
☒ Yes ☐ No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.12 What provisions are made for individual differences among students?
Students with academic issues or concerns may request for tutoring by contacting faculty, program chairs or deans. Tutoring is conducted by both faculty and peers. A peer lead program called " Mid Term Math and Munchies" is a week long program that includes topics presented by guest instructors. Students may request tutoring informally or by completing a form located in the Learning Resource Center or in the cybercafé. Students may request previous college credit, credit by demonstrated knowledge, and military credit. In addition, students are offered the opportunity to enroll in online and hybrid classes. Program chairs meet one hour per week with students in hybrid classes to assist in content and operational issues. Specialized workshops are conducted on topics such as study skills, writing styles, and budgeting. Students with disabilities are encouraged to meet with the campus Student Disabilities Coordinator to discuss and/or learn about accommodations. The decision to utilize these services is voluntary and self disclosure with appropriate documentation is required. In the past several accommodations have been made at the campus.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Curriculum evaluation, revision, and change involve instructors, administration, graduates, and advisory committees. The process can be informal through program chairs or deans or in a more formal approach utilizing the National Curriculum Committee (NCC). Curriculum development and revision is conducted under the guidance and oversight of the NCC. ITT corporate has a district chair for each program. Each district has one member on the NCC. The district committee holds scheduled conference calls to gain input from individual campuses and instructors. Each faculty member has access to the faculty collaboration portal to communicate with other instructors or corporate staff in the same field. ITT-Tarentum has three instructors that serve on the NCC. Ms. Annaliese Piraino, associate dean of general studies, serves on the General Education/Humanities, Social Sciences, and Composition committee, Mr. Damien Wiles serves on the Criminal Justice committee, and Mr. William Gano serves on the Information Technology committee. In addition, ITT has a policy where an instructor can add up to 20% additional course content to the prescribed course syllabus and outcomes.

5.14 Does the faculty participate in this process?
☒ Yes ☐ No

5.15 - **Reviewed at AAC**

5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ NA (institution does not award such credit)
If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No

5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)
Facilities
☒ Yes ☐ No
Instructional equipment
☒ Yes ☐ No
Resources
☒ Yes ☐ No
Personnel
☒ Yes ☐ No

5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.24 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No
If Yes, how is this documented?
Faculty sign an attendance sheet and receive an agenda at the inservice in which they participate. This information is transferred to their professional development plan and filed in their personnel folder. If a faculty member misses a meeting they are required to complete an e-campus course on the topic presented.

5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?
☒ Yes ☐ No

5.31 - **Reviewed at AAC**

5.32 - **Reviewed at AAC**

5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
ITT Technical Institute, Tarentum opened in Monroeville, Pennsylvania in September 1996. The campus moved to its current location in Tarentum in 2010. The campus is located at 100 Pittsburgh Mills Circle and utilizes space within the Pittsburgh Hills Mall. The campus occupies approximately 22,500 square feet of space housing classrooms, offices, a student lounge and a learning resource center. The campus operates on the ground floor of the mall. The campus is spacious and well kept with an entrance from the parking lot area and an entrance into the mall. There is adequate parking for students and staff with easy access including access for disabled students to the main entrance to the campus. The configuration of the assigned space for the campus is sufficient for the current student total enrollment, the administration staff, and the faculty..

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize learning sites?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?
(a) Equipment.
☒ Yes ☐ No
(b) Instructional tools.
☒ Yes ☐ No
(c) Machinery.
☒ Yes ☐ No

6.06 Is there evidence on file to show that all institutional facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the evaluation is the Tarentum, PA 2012 -2013 Volume 40 catalog, published on September 25, 2012 with an effective date of 9/25/2012 – 9/25/2013.

7.02 Does the self-study accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.
☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No

(c) The names and titles of the administrators.
☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No

(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.
☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No

(h) An academic calendar.
☒ Yes ☐ No

(i) A full disclosure of the admission requirements.
☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No

(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The institution does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
☐ Yes ☒ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No

(p) The transfer of credit policy.
☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships offered)

(s) The refund policy.
☒ Yes ☐ No

(t) A statement describing the student services offered.
☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the institution offer degree programs?

☒ Yes ☐ No
If Yes, does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the institution offer courses and/or programs via distance education?
☐ Yes ☒ No (Skip to Question 7.07.)
If Yes, does the catalog contain the following?
(a) A description of each mode of delivery used for distance education courses.
☐ Yes ☐ No
(b) Any additional or different admissions requirements for students taking distance education courses.
☐ Yes ☐ No ☐ Not Applicable (there are no additional or different admissions requirements)
(c) A description of any tests used to determine access to distance education.
☐ Yes ☐ No ☐ Not Applicable (no additional tests are given)
(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.
☐ Yes ☐ No
(e) Costs and fees associated specifically with distance education.
☐ Yes ☐ No ☐ Not Applicable (there are no additional costs and fees)

If No for any item, insert the section number in parentheses and explain:
While this campus does not offer courses and/or programs via distance education, the institution does offer online courses through their location in Carmel, Indiana.

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☒ No (Skip to Question 7.08.)

7.08 Is the catalog available online?
☒ Yes ☐ No (Skip to Question 7.09.)
If Yes, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises on the internet, radio, direct mail and television.
Are the advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No (Skip to Question 7.14.)
If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?
☐ Yes ☒ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 **Reviewed at AAC**
8.06 **Reviewed at AAC**
8.07 **Reviewed at AAC**
8.08 **Reviewed at AAC**

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The 2012 budget is $4580.00. At the time of the visit, $3580.00 had been spent for the campus portion for the Virtual Library. Periodicals and professional dues have been purchased this year in the amount of $534.11.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 **Reviewed at AAC**

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 **Reviewed at AAC**

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 **Reviewed at AAC**
8.17 **Reviewed at AAC**
8.18 **Reviewed at AAC**
8.19 **Reviewed at AAC**

8.21 **Reviewed at AAC**

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate Degree in Computer Drafting & Design

9.01 **See response from AAC**

(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Babette Christman is the program chair of Drafting and Design. She holds an associate's degree in Mechanical Drafting and Design from Triangle Tech and a bachelor's degree in Accelerated General Studies from Point Park University. Both institutions are located in Pittsburgh, Pennsylvania. She has three years of profession related work experience and 22 years of teaching experience. Ms. Christman has served as the program chair since June, 2011.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☒ Yes ☐ No ☐ Not applicable (new branch only)
Achievement outcomes for the Computer Drafting & Design program exceeded the standards during the 2011 CAR period.

9.07 List the community resources and how they are utilized to enrich the program(s).
Community resources include a program specific advisory committee, field trips, design service to community clients, and profession related community activities. In addition to serving as program resources for local employment needs, the advisory committee which is scheduled to meet twice per year, participates in follow up surveys conducted by the national director of curriculum development. The data from these surveys are used to identify and justify curriculum revisions and enhancements. Field trips are used to reinforce topics discussed in class and provide the students the opportunity to develop profession related employment contacts. On occasion individuals or community groups may contact the program about generating design ideas prior to hiring professionals. This gives the students the opportunity to apply knowledge and skills to real projects. Students are sometimes organized to provide profession related community service. Supporting documentation and student interviews documented the following recent examples: a field trip that was available to all current CDD students visited Falling Water, which is one of Frank Lloyd Wright's most famous houses; CD 140 Rapid Visualization provided house remodel ideas to home owners after a visit to the site; CD 140 Rapid Visualization students volunteered for Habitat for Humanity service.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 **Reviewed at AAC**

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 **Reviewed at AAC**

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA
No students have been registered for independent study at the campus during 2012.

9.14 **Reviewed at AAC**

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No

(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)
Note: The 2011 Campus Accountability Report (CAR) identifies 22 graduates from the Computer Drafting and Design program. The report on calls below is for the ten graduates who were reported as being placed directly in the field.
How many calls to employers or graduates were attempted?
There were ten calls made to employers.
How many calls to employers or graduates were successful?
There were six successful calls.
How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were ten calls that confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If *Yes,* briefly describe the procedures.
In the "Credit Hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The "Course Outline" section of the syllabi includes assignments to be completed by students. The assignments may be started during the lab portion of the classes, but generally require time outside of class as verified by both faculty and students. The assignments are graded and included as a percentage of the final grade, which is identified in the "Course Evaluation and Grading" portion of the syllabi. Samples of assignments were provided for review.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 - **Reviewed at AAC**

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment? ☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 **Reviewed at AAC**
9.39 **Reviewed at AAC**
9.40 **Reviewed at AAC**

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)
9.42 **Reviewed at AAC**

9. PROGRAM EVALUATION

Academic Associate's degree in Visual Communication

9.01 See response from AAC
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Babette Christman is program chair for the school of Drafting and Design at the ITT Tarentum campus. Ms. Christman has been at the campus for nine years and in the position of program chair for approximately 18 months. She holds an associate's degree in Mechanical Drafting from Triangle Tech University and a bachelor's degree in General Education from Point Park University. Previously, her professional background experience includes a nine year tenure as a faculty member at Pittsburgh Technical Institute as well as various employment as a draftsperson for engineering firms. She has training as well in Photoshop and 3D Studio Max. Ms. Christman oversees one part-time adjunct instructor, Mr. Anthony Careatti, who also serves as the current technical expert. Mr. Careatti holds a bachelor's degree in Media Arts and Animation from the Art Institute of Pittsburgh. Mr. Careatti specializes in teaching in the Visual Communications program in a variety of subjects including Rapid Visualization, Animation, Broadcast Graphics and 3D Modeling. He teaches on average two classes per quarter.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☐ Yes ☒ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☐ Yes ☐ No ☒ Not applicable (new branch only)
If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☒ Yes ☐ No
If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
There were no graduates in the 2011 CAR.

9.07 List the community resources and how they are utilized to enrich the program(s).
The greater Pittsburgh area lends to the students of the campus a varied potential of job opportunities and professional experience. The campus brings to the campus guest speakers for the program areas of design. The Visual Communications advisory board is includes professionals from the visual arts and design world. Students are offered the opportunity to volunteer with local community non profits. For example, students work with a local blood bank to develop a logo/t-shirt design which gives students the similar real world experience of organizing, developing and producing a design product for a typical client.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 **Reviewed at AAC**

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 **Reviewed at AAC**

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 **Reviewed at AAC**

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☐ Yes ☐ No ☒ NA, (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.
In the "credit hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is contained in the "Credit Hour" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was presented with examples of homework and the corresponding grades for that particular project. The homework samples viewed by the team included photo image manipulation, compositing, illustration, color experimentation and type composition and design. These samples are further used for the construction of a portfolio.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 - **Reviewed at AAC**

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Reviewed at AAC
9.39 Reviewed at AAC
9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☒ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9. PROGRAM EVALUATION

Academic associate's degree in Criminal Justice

9.01 **See response from AAC**

(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Damian Wiles is the program chair for the School of Criminal Justice. He holds an associate's degree in Business Management from the Community College of Allegheny County and a bachelor's degree in Criminal Justice from Point Park University. Mr. Wiles holds several certifications in the criminal justice field. Mr. Wiles has served in various capacities in the legal community since 1988, including serving as a detective for the City of Pittsburg Police Department for five years. He has worked at this campus since 2007.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
The team found evidence of the following guest speakers: Adult probation officer - Mr. Kenneth Walls, Allegheny County Sherriff - Mr. Jeff Sheldon, Allegheny County officer - Mr. Lee Temple, Allegheny County victim advocate - Ms. Michelle Whiting. The team found evidence of a field trip to Wecht Institute of Forensics. Also, the team found documentation, minutes and signatures for a Program Advisory Committee meeting earlier this year.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 **Reviewed at AAC**

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 **Reviewed at AAC**

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA

9.14 **Reviewed at AAC**

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)
How many calls to employers or graduates were attempted?
There were three calls made to employers.
How many calls to employers or graduates were successful?
There were two successful calls.
How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were two calls to employers that confirmed employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If *Yes*, briefly describe the procedures.
In the "credit hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is contained in the "Credit Hour" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team found evidence that assignments were actually done outside of the classroom, graded and recorded in the gradebook.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 - **Reviewed at AAC**

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 **Reviewed at AAC**
9.39 **Reviewed at AAC**
9.40 **Reviewed at AAC**

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 **Reviewed at AAC**

9. PROGRAM EVALUATION

Academic Associate's Degree in Computer Network Systems

9.01 **See response from AAC**
(a) See response from AAC

(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. William A. Gano is the chair of the School of Information Technology for the campus. Mr. Gano holds a bachelor 's degree in Management and Computer Systems in Business from Ohio University, Athens, OH and a master of Business Administration from Wheeling Jesuit University, Wheeling, WV. He was originally hired as an instructor on December 2002, and was promoted to the program chair position on June 2010. Before joining the campus, he worked as an instructor and systems analyst at La Roche College, Pittsburgh, Pennsylvania.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☒ Yes ☐ No ☐ Not applicable (new branch only)
If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☒ Yes ☐ No

9.07 List the community resources and how they are utilized to enrich the program(s).
During the reporting period, the School of Information Technology (IT) invited a guest speaker from AC Miller, Blairsville, Pennsylvania on February 12, 2012. The students went to a field trip at Giant Eagle, Pittsburgh, PA and participated in community volunteering work at Computer Reach. At Computer Reach, IT students assembled, formatted, and installed open source software (Ubuntu) on donated computers. Being a nonprofit organization, Computer Reach donates these computers to developing countries.

9.08 Are these resources sufficient? ☒ Yes ☐ No

9.09 **Reviewed at AAC**

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 **Reviewed at AAC**

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA
If No, insert the section number in parentheses and explain:

No students were registered for independent study at the campus during 2012.

9.14 **Reviewed at AAC**

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No
If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)
How many calls to employers or graduates were attempted?
There were 12 calls made to employers.
How many calls to employers or graduates were successful?
There were seven successful calls.
How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were seven calls that confirmed the employment of the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If Yes, briefly describe the procedures.
In the "credit hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is contained in the "Credit Hour" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)
If No, insert the section number in parentheses and explain:
There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 - **Reviewed at AAC**

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 **Reviewed at AAC**
9.39 **Reviewed at AAC**
9.40 **Reviewed at AAC**

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 **Reviewed at AAC**

9. PROGRAM EVALUATION

Academic Associate's Degree in Computer Electronics and Engineering Technology

9.01 **See response from AAC**
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Stephen J. DiGaudio is the chair of the School of Electronics Technology at ITT Technical Institute, Tarentum, Pennsylvannia. Mr. DiGaudio holds a bachelor 's degree in Electrical Engineering from Manhattan College, New York, NY. He was originally hired as an instructor on November 1999, and was promoted to chair on December 2011. Before joining ITT, he worked as a senior engineer at General Electric, Cincinnati, OH. He is certified in Computer Service Technician from Electronics Technicians Association International.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
The School of Electronics went on a field trip on August 9, 2012 to KDKA Radio (CBS affiliated), Pittsburgh, PA to observe state-of-the-art radio network. On April 23, 2012, the students went to Consolidated Communication, Gibsonia, PA, which enabled students to observe modern digital facilities and interacted with engineers and technicians on electronics related topics. Also, the School of Electronics conducted circuit building and soldering workshops on June 27, 2012 and August 1, 2012 respectively. And finally, on October 20, 2011, electronics students visited Converteam (GE) at Pittsburgh, PA, which allowed students to practically observed solar energy systems and industrial power inverter.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 **Reviewed at AAC**

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 **Reviewed at AAC**

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA
No students were registered for independent study at the campus during 2012.

9.14 **Reviewed at AAC**

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No
If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)
How many calls to employers or graduates were attempted?
There were seven calls made to employers.
How many calls to employers or graduates were successful?

There were five successful calls.
How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were five calls that confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If Yes, briefly describe the procedures.
In the "credit hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is contained in the "Credit Hour" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)
If No, insert the section number in parentheses and explain:
There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 **Reviewed at AAC**

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 **Reviewed at AAC**
9.39 **Reviewed at AAC**
9.40 **Reviewed at AAC**

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 **Reviewed at AAC**

SUMMA1Y

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

3-1-513(a) and Glossary	Most course syllabi do not clearly identify assignments as "homework" or "out-of-class" work that supports course learning objectives, do not include a statement describing how much time students are expected to spend on completion of assignments outside of class, and do not identify what percentage of the final course grade will be determined by performance on work completed outside of class time (**pages 21, 24, 27, 30 & 34**).

TYPE OF REPORT - REEVALUATION

ITT TECHNICAL INSTITUTE

7300 Boston Boulevard
SPRINGFIELD, VA 22153

ACICS ID Code: 00019591

Dale Turner, Director (b)(6) @itt-tech.edu)

(b)(6) @itt-tech.edu

Main
ITT Technical Institute
Indianapolis, IN 46268
ACICS ID Code: 00016040

Dates of Visit (August 20-22, 2012)

Lonnie Echternacht	Chair - Mission, Organization, Admin., and Educ. Facilities	Prof. Emeritus of Business Educ., University of Missouri-Columbia	Columbia, MO
Jeffrey Bodimer	Relations with Students	Assistant Director of Compliance, Prospect Education	Reno, NV
Nick L. Tex	Educational Activities	Dept. Director-General Education Carrington College	Scottsdale, AZ
Thomas Phillips	Computer Netwk. Sys., Netwk. Sys. Admin., Info. Sys. Security, Info. Sys./Cybersecurity, and Project Mgt. Specialist	Retired Professor, Gibbs College (Livingston, NJ)	Tinton Falls, NJ
Harpal Dhillon	Electrical Engr./Comm. Tech., Electrical Engr. Tech., Comp./ Elect. Engr. Tech., Elect./Comm. Engr. Tech., and Project Mgt./Admin. Specialist	President, Intelligent Education Solutions, Inc.	Annandale, VA
Silvia Gimbutas	Computer Drafting/Design, Drafting/Design Tech., Visual Communications, and Construction Mgt. Specialist	Architect, Creative Design Builders and Instructor, Westwood College	Chicago, IL
Barry Phillips	Library and Digital Entertain-ment/Game Design Specialist	Art Director/Designer, PBS, NBC, and Showtime	Burleson, TX
Terry Campbell	Criminal Justice, Criminology/ Forensic Technology, and Paralegal Specialist	Professor, Kaplan University	Okeechobee, FL
Jennifer Newham	Publications	ACICS Accreditation Coordinator	Washington, DC

PROGRAMS OFFERED BY ITT TECHNICAL INSTITUTE SPRINGFIELD, VIRGINIA

CREDENTIAL EARNED	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
				2011		2010	
				Ret.	Pla.	Ret.	Pla.
Associate of Applied Science Degree*	Computer Drafting and Design**	96	31/0	77.5	**57.9**	70.6	**63.2**
Associate of Applied Science Degree*	Computer and Electronics Engineering Technology**	96	44/1	72.5	80.0	77.3	**63.3**
Associate of Applied Science Degree*	Criminal Justice**	96	35/2	71.7	70.8	63.2	**25.0**
Associate of Applied Science Degree*	Information Technology-Computer Network Systems**	96	121/10	76.4	70.6	77.4	83.9
Associate of Applied Science Degree*	Paralegal Studies**	96	2/1	84.6	n/a	--	--
Associate of Applied Science Degree*	Visual Communications**	96	16/1	75.2	**22.2**	75.2	**60.0**
Bachelor of Science Degree	Criminal Justice**	180	5/0	82.9	**10.0**	77.6	83.3
Bachelor of Science Degree	Construction Management**	180	12/0	94.1	**37.5**	83.3	100.0
Bachelor of Science Degree	Information Systems Security**	180	10/1	83.3	77.8	90.9	100.0
Bachelor of Science Degree	Project Management**	180	1/0	90.5	80.0	76.7	n/a
Bachelor of Science Degree	Electrical Engineering and Communications Technology**	180	30/1	--	--	--	--
Associate of Applied Science Degree*	Electrical Engineering Technology	90	48/3	--	--	--	--
Associate of Applied Science Degree*	Network Systems Administration	90	154/13	--	--	--	--
Associate of Applied Science Degree*	Drafting and Design Technology	90	27/4	--	--	--	--
Associate of Applied Science Degree*	Criminology and Forensic Technology	90	36/2	--	--	--	--
Bachelor of Science Degree	Project Management and Admin., Project Management Option	180	26/1	--	--	--	--

Continued

Bachelor of Science Degree	Electronics and Communications Engineering Technology	180	9/0	86.4	70.0	83.9	75.0
Bachelor of Science Degree	Information Systems and Cybersecurity	180	52/1	- -	- -	- -	- -
Bachelor of Science Degree	Digital Entertainment and Game Design**	180	5/0	100.0	n/a	- -	- -
	TOTAL ENROLLMENT		**705**				

Notes: Type in bold any retention rate below 60.0% and any placement rate below 65.0%.
*The associate of applied science degree is an academic associate's degree.
**The program is currently being phased out on this campus.

INTRODUCTION

ITT Technical Institute is owned and operated by ITT Educational Services, Inc. (ITT/ESI), a private college system focused on technology-oriented programs of study. ITT/ESI operates more than 140 ITT Technical Institutes in 38 states. ITT/ESI has been actively involved in the higher education community in the United States since 1969. The campus in Springfield, Virginia opened in March 2002. The Springfield, Virginia campus is currently divided into five schools--School of Information Technology, School of Electronics Technology, School of Drafting and Design, School of Business, and School of Criminal Justice--and is presently offering ten academic associate's degree programs and nine bachelor's degree programs.

The campus was well-prepared for the ACICS new grant visit and provided the team with a well-organized complete set of materials. The administration responded to the team's requests for additional materials and information and provided clarification and explanations when needed during the visit.

REPORT QUESTIONS

CAMPUS

1. MISSION

1.01 Response submitted by Academic Administrative Center (AAC)

1.02 Response submitted by AAC

1.03 Response submitted by AAC

1.04 Response submitted by AAC

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?

☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?

☒ Yes ☐ No

INSTITUTIONAL EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?

☒ Yes ☐ No

1.08 Does the campus have its own CEP, separate from the institution's IEP?

☒ Yes ☐ No

1.09 Does the CEP describe the following?

The characteristics of the programs offered.

☒ Yes ☐ No

The characteristics of the student population.

☒ Yes ☐ No

The types of data that will be used for assessment.

☒ Yes ☐ No

Specific goals to improve the educational processes.

☒ Yes ☐ No

Expected outcomes of the plans.

☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?

Student retention.

☒Yes ☐ No

Student placement.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Level of graduate satisfaction.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Level of employer satisfaction.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Student learning outcomes.

☒ Yes ☐ No

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.

The data used to demonstrate student learning outcomes in the educational programs include information that supports the acquisition of appropriate skill sets, pertinent knowledge, and work-related attitudes--verifying that student learning has occurred, value has been added, and preparation for employability has occurred. The data that is gathered and analyzed by the campus to assess outcomes include capstone course grades and outcomes assessment based on rubrics, results of mid-term and final course exams provided from a corporate-generated curriculum and evaluation process, student success rates based on number of students who start and pass a course, student engagement level measured by student attendance and the ability to complete program courses, and employer satisfaction indices.

1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

☒ Yes ☐ No ☐ Not Applicable

The data used by the campus to assess each outcome.

☒ Yes ☐ No ☐ Not Applicable

How the data was collected.

☒ Yes ☐ No ☐ Not Applicable

An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

☒ Yes ☐ No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

☒ Yes ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.

Retention activities include:

- Implement attendance best practices by monitoring instructor weekly engagement reports and average daily attendance.
- Increase opportunities for students to develop a sense of community.
- Expand tutoring opportunities by increasing faculty office hours and peer mentors.
- Increase the use of guest speakers and field trips to generate a higher level of student motivation.
- Provide additional emphasis on effective teaching strategies, grade and attendance reporting, and student advisement during new instructor orientation.

Placement activities include:

- Conduct reputation-building events to strengthen the campus' relationship to the community.
- Increase the presence of employers on campus.
- Create individual career plans for each graduate to ensure maximum engagement success.

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

☒ Yes ☐ No

(b) That specific activities listed in the plan have been completed.

☒ Yes ☐ No

(c) That periodic progress reports have been completed.

☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The director, Mr. Dale Turner, is ultimately responsible for implementation of the campus effectiveness plan (CEP). The director utilizes a CEP campus steering committee to collectively develop and implement the CEP. The CEP committee includes the director, dean, associate dean of general studies, director of finance, director of recruitment, director of career services, registrar, school chairs, faculty representatives from each school of study, and a student representative. The director assumes the responsibility of coordinating, organizing, and preparing the summary report of the plan. The CEP is reviewed at least quarterly and revised and updated annually.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

☒ Yes ☐ No

GENERAL COMMENTS:

The campus is committed to an ongoing annual planning and campus effectiveness enhancement process. The CEP is appropriate for the Springfield, Virginia campus.

2. ORGANIZATION

2.01 (a) Response submitted by AAC

2.01 (b) Response submitted by AAC

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(c) Names of the administrators.

☒ Yes ☐ No

2.02 Does the campus:

(a) Adequately train its employees?

☒ Yes ☐ No

(b) Provide them with constant and proper supervision?

☒ Yes ☐ No

(c) Evaluate their work?

☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?

☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

☒ Yes ☐ No

(b) Know the person to whom they report?

☒ Yes ☐ No

(c) Understand the standards by which the success of their work is measured?

☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Response submitted by AAC

GENERAL COMMENTS:

The departmental organization of the administrative functions with checks and balances promotes a spirit of cooperation and open communication. The organizational structure is appropriate.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?

☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?

Mr. Dale Turner, director, is the on-site administrator of the Springfield, Virginia campus. He holds a bachelor of science in business administration degree with a major in Marketing from the University of Southwestern Louisiana located in Lafayette. Mr. Turner started with ITT in May 2009 as a campus director of recruitment in Alabama and was promoted to regional director of recruitment for nine months before assuming the director position at the Springfield campus in June 2012. Previously he worked in sales and management for approximately 15 years. Mr. Turner is qualified to serve as the on-site administrator.

3.04 Does the campus list degrees of staff members in the catalog?

☒ Yes ☐ No

If Yes, is appropriate evidence of the degrees on file?

☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Response submitted by AAC

(b) Admissions.

☒ Yes ☐ No

(c) Response submitted by AAC

(d) Response submitted by AAC

(e) Guidance.

☒ Yes ☐ No

(f) Instructional resources.

☒ Yes ☐ No

(g) Supplies and equipment.

☒ Yes ☐ No

(h) The school plant.

☒ Yes ☐ No

(i) Faculty and staff.

☒ Yes ☐ No

(j) Student activities.

☒ Yes ☐ No

(k) Student personnel.

☒ Yes ☐ No

3.06 Response submitted by AAC

3.11 Do student files contain evidence of graduation from high school or the equivalent?

☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?

☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?

☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

☒ Yes ☐ No

GENERAL COMMENTS:

The administrative functions at the campus are coordinated to achieve the educational mission. Records relative to administrative and academic operations are maintained appropriately.

4. RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

A sample of 50 student files was selected and reviewed by the team.

4.02 How does the institution ensure that its student relations reflect high ethical standards?

The ITT corporate office does an internal audit of the campus annually. Corporate policy and accreditation items are reviewed and the campus has received positive scores for the last audit.

4.03 Does the campus have appropriate admissions criteria?

☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

☒ Yes ☐ No

4.06 Response submitted by AAC

4.07 Is the admissions policy publicly stated?

☒ Yes ☐ No

4.08 Is the admissions policy administered as written?

☒ Yes ☐ No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

The admissions department is overseen by the director of recruitment, Ms. Ora Arthurton. She holds a bachelor of arts degree from Medgar Evers College. Ms. Arthurton has been with ITT for five years and was recently promoted to director of recruitment in February 2012.

4.10 Describe the process for the recruitment of new students.

Students learn about the campus through various lead sources such as television, referrals, and direct mail. Students contact the campus and are invited to the facility for an interview. The interview process consists of additional questions to learn more about a student's needs and long-term goals. At the end of the interview and tour, if the student wishes to apply for admission, the student would take a timed assessment test. Once the student passes the entrance exam, the student meets with financial aid for an overview and to sign the enrollment agreement. Subsequent financial aid appointments are scheduled until the student begins to attend classes.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?

☒ Yes ☐ No

4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

☒ Yes ☐ No

(b) Services.

☒ Yes ☐ No

(c) Tuition.

☒ Yes ☐ No

(d) Terms.

☒ Yes ☐ No

(e) Operating policies.

☒ Yes ☐ No

4.12 Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

☒ Yes ☐ No

If Yes, is the name of the institution clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

☒ Yes ☐ No

4.13 Does the state in which the campus operates require representatives to be licensed or registered?

☐ Yes ☒ No

4.14 Are the titles of recruitment and enrollment personnel appropriate?

☒ Yes ☐ No

4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

☐ Yes ☒ No

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

☒ Yes ☐ No

4.17 Response submitted by AAC

4.18 Is there evidence that the campus properly awards transfer of credit?

☒ Yes ☐ No ☐ Not Applicable

4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?

☒ Yes ☐ No

4.21 Is the standards of satisfactory academic progress policy published in the catalog?

☒ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of the satisfactory academic progress policy are published in the current catalog on pages 70-74.

4.22 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.

☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

☒ Yes ☐ No

Incomplete grades.

☒ Yes ☐ No

Repeated courses.

☒ Yes ☐ No

Non-punitive grades.

☒ Yes ☐ No ☐ Not Applicable (institution does not offer)

Non-credit or remedial courses.

☒ Yes ☐ No ☐ Not Applicable (institution does not offer)

A probationary period.

☒ Yes ☐ No

An appeal process.

☒ Yes ☐ No

An extended-enrollment status.

☐ Yes ☐ No ☒ Not Applicable (institution does not offer)

The effect when a student changes programs.

☒ Yes ☐ No ☐ Not Applicable (institution only offers one program of study

The effect when a student seeks to earn an additional credential.

☒ Yes ☐ No ☐ Not Applicable (institution only offers one credential)

The implications of transfer credit.

☒ Yes ☐ No

4.23 Does the campus apply its SAP standards consistently to all students?

☒ Yes ☐ No

4.24 Are students who are not making satisfactory academic progress properly notified?

☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.25 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?

☒ Yes ☐ No

4.26 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.27 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

☒ Yes ☐ No

4.29 Are students allowed to remain on financial aid during the probationary period?

☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

If Yes, is the student informed of this policy?

☒ Yes ☐ No

4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?

☒ Yes ☐ No

4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?

☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)

4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment)

4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

☒ Yes ☐ No

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Ms. Paula Cherry is the dean for the Springfield, Virginia campus. She has been with ITT for more than four years and has held various positions, including finance, registrar, and professor. Ms. Cherry has earned an associate's degree in general studies, a bachelor's degree in business administration, and a master of business administration degree from Strayer University. She is currently working on her doctorate of business administration degree at Argosy University. She has completed many continuing education training sessions from ITT corporate related to the satisfactory academic progress policy and improvement of instructional strategies.

4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

☒ Yes ☐ No

4.37 Response submitted by AAC

4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?

☒ Yes ☐ No ☐ Not Applicable (institution offers loans only)

4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

☒ Yes ☐ No

4.40 Do the financial records of students clearly show the following?

(a) Charges.

☒ Yes ☐ No

(b) Dates for the posting of tuition.

☒ Yes ☐ No

(c) Fees.

☒ Yes ☐ No

(d) Other charges.

☒ Yes ☐ No

(e) Payments.

☒ Yes ☐ No

(f) Dates of payment.

☒ Yes ☐ No

(g) The balance after each transaction.

☒ Yes ☐ No

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?

☒ Yes ☐ No

If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?

☒ Yes ☐ No ☐ Not Applicable

4.42 Is the effective date listed on announcements of changes in tuition and fees?

☒ Yes ☐ No ☐ Not Applicable (institution has not changed tuition or fees)

4.43 Is the institution's refund policy published in the campus catalog?

☒ Yes ☐ No

4.44 Is the refund policy fair, equitable, and applicable to all students?

☒ Yes ☐ No

4.45 Is the campus following its stated refund policy?

☒ Yes ☐ No

4.46 Does the campus offer financial aid?

☒ Yes ☐ No (Skip to Question 4.53.)

4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Mr. Petros Yoseif is responsible for the on-site administering of student financial aid. Mr. Yoseif has been with ITT for four years. He has a bachelor of science degree in Computer Science: Concentration in Software Engineering from Grambling State University. Mr. Yoseif is supported by five financial aid administrators. He has participated in training session conducted by the corporate office on financial aid matters and has attended various campuses to participate in special training sessions.

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?

☒ Yes ☐ No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?

☒ Yes ☐ No

4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

☒ Yes ☐ No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

The ITT home office provides systematic training to the campuses with relation to new regulations and policy changes in financial aid.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

☒ Yes ☐ No

4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?

☐ Yes ☒ No (Skip to Question 4.54.)

4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The campus offers various forms of student services to students. These include academic tutoring, peer guidance/advisement, student clubs, new student orientation, transportation assistance, and career services.

4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

☒ Yes ☐ No ☐ Not Applicable

4.56 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Angel Harriott is the director of career services and has been with ITT since February 2012. Ms. Harriott has worked in various career services positions for the last six years. She holds a bachelor's degree in Psychology from Howard University and a master's degree in Counseling from Bowie State University.

4.57 Does the institution offer employment assistance to all students?

☒ Yes ☐ No ☐ Not Applicable (institution enrolls only international students on a student visa)

4.58 Does the campus use placement percentages or salary projections as part of its recruiting activities?

☒ Yes ☐ No

If Yes, explain:

The campus uses program disclosures to inform students about placement and salary information for each program. The students sign that they have received the information electronically and the documentation is available in each student's file.

If Yes, does the campus maintain the required data on its graduates and nongraduates?

☒ Yes ☐ No

4.59 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?

☐ Yes ☒ No

If No, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): The campus provided copies of the 2010 AIR and the 2011 CAR. The 2010 AIR showed 951 as the ending enrollment and the 2011 CAR reported 949 as the beginning enrollment.

4.60 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

☐ Yes ☒ No ☐ Not Applicable

If No, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): The 2010 AIR showed 951 as the ending enrollment and the 2011 CAR reported 949 as the beginning enrollment.

4.61 Are students who receive financial aid counseled concerning their student loan repayment obligations?

☒ Yes ☐ No

4.62 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

Students receive entrance counseling during their enrollment process.

4.63 Describe the extracurricular activities of the institution (if applicable).

Students have opportunities to participate in field trips, hear guest speakers, and access the following professional student organizations: Student Council, National Technical Honor Society (NTHS), IT Club, Student Veterans of America, ET Club, Design and Drafting Club, and CJ Fraternity.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Ms. Paula Cherry is the campus dean and is responsible for overseeing the educational activities of all programs. Ms. Cherry is assisted by program chairs who report directly to her, including program chairs for criminal justice, drafting and design, electronics technology, and information technology. Ms. Cherry started with ITT in 2008 as a campus registrar and was promoted in 2010 to campus dean. Ms. Cherry holds three degrees from Strayer University: an associate's degree in general studies and bachelor's and master's degrees in business administration. Currently, Ms. Cherry is enrolled in a doctorate of business administration program from Argosy University. Additionally, Ms. Cherry has numerous documented continuing education credits in teaching methodologies and leadership skills.

5.03 Does this person have appropriate academic or experiential qualifications?

☒ Yes ☐ No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The program chairs report directly to the campus dean, Ms. Paula Cherry. Ms. Cherry reports to the campus director, Mr. Dale Turner. This chain of command structure allows program administrators to have sufficient authority and responsibility for the development and administration of their individual programs.

5.05 Is the time devoted to the administration of the educational programs sufficient?

☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

☒ Yes ☐ No

5.07 Response submitted by AAC

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

☒ Yes ☐ No

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?

☐ Yes ☒ No (Skip to question 5.10)

5.10 Are the educational programs consistent with the campus mission and the needs of its students?

☒ Yes ☐ No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

☒ Yes ☐ No

5.12 What provisions are made for individual differences among students?

The campus provides several different types of provisions for individual differences among students. These provisions begin during the student's admission process. Prior to admission, students may ask to have their prior college transcripts reviewed for possible acceptance of transfer credits in lieu of retaking a related course. In addition, prior to admission students may request they be granted credit for prior knowledge or competency in specific areas. The

student must demonstrate such knowledge or skills by completing a proficiency examination and/or a project acceptable to the campus.

Once students have begun taking classes, provisions are made to facilitate both the under-achieving and exceptional students. Under-achieving students are advised by an individual faculty member and their respective program chair. Based on a determination of the student's needs, specific tutoring is then recommended. Tutoring is scheduled through the learning resource center. Exceptional students are encouraged by their instructors to complete extra assignments and to assist/tutor other students. Students with learning disabilities are accommodated based on their individual needs.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.

Regularly scheduled faculty meetings are held along with regularly scheduled departmental faculty meetings and program advisory committee meetings. At these meetings the curriculum is discussed and recommendations are made for changes. Recommendations are presented to the local campus curriculum committee and are then forwarded to the corporate curriculum committee for consideration.

Additionally, all faculty members have access to the faculty collaboration online portal. Faculty members may make curriculum recommendations on a 24 x 7 basis through this portal.

5.14 Does the faculty participate in this process?

☒ Yes ☐ No

5.15 Response submitted by AAC

5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

☒ Yes ☐ No ☐ N/A (institution does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

☒ Yes ☐ No

5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

☒ Yes ☐ No

5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only *nondegree programs are offered with no general education courses, skip to 5.19*)

Facilities.

☒ Yes ☐ No

Instructional equipment.

☒ Yes ☐ No

Resources.

☒ Yes ☐ No

Personnel.

☒ Yes ☐ No

5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

☒ Yes ☐ No

5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

☒ Yes ☐ No

5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

☒ Yes ☐ No

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

☒ Yes ☐ No

5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.24 Is there documented evidence of a systematic program of in-service training at the campus?

☒ Yes ☐ No

If Yes, how is this documented?

Each faculty member's personnel record states the dates of attendance at in-service training. Also, an annual schedule of planned in-service training activities was reviewed by the team.

5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

☒ Yes ☐ No

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

☒ Yes ☐ No

5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?

☐ Yes ☒ No

If No, insert the section number in parentheses, list faculty names, degrees, and courses, and explain:

(Sections 3-4-302 and 3-5-302): Ms. Tamala Jones is currently teaching the GE175 American government course. As noted in the syllabus, this general education course covers such topics as the development and foundations of the constitution; the organization and function of the federal government including the legislative, executive, and judicial branches; political parties; the electoral process; and the relationship between states and the federal government.

Ms. Jones holds an associate's degree in Social Behavioral Science from Mt. San Jacinto Community College, a bachelor's degree in Sociology/Social Work from California State University, and a master's degree in Public Administration from California State University. Ms. Jones does not hold a degree or 18 semester credit hours in the subject being taught.

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.31 Response submitted by AAC

5.32 Response submitted by AAC

5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

5.34 Response submitted by AAC

5.35 Response submitted by AAC

5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located at 7300 Boston Boulevard in Springfield, Virginia and consists of a 32,000 square foot one-story dedicated building. The facility contains work environments for administrative offices devoted to finance, recruitment, career services, and academic operations. A bookstore, an employee lounge, testing rooms, and a conference room are also available. The main student areas are comprised of 8 labs, 11 theory class rooms, a student lounge, and a learning resource center. Parking is available for students, staff, and visitors. The facility is well maintained and environmentally pleasing.

6.02 Does the campus utilize any additional space locations?

☐ Yes ☒ No

6.03 Does the campus utilize campus additions?

☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment.

☒ Yes ☐ No

(b) Instructional tools.

☒ Yes ☐ No

(c) Machinery.

☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The catalog used during the team visit was the 2012-2013 version, volume 31, published on August 3, 2012, with an effective date of August 3, 2012 to August 3, 2013.

7.02 Does the self-study accurately portray the campus?

☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?

☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

☒ Yes ☐ No

(c) The names and titles of the administrators.

☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

☒ Yes ☐ No

(e) A statement of accreditation

☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.

☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

☒ Yes ☐ No

(h) An academic calendar.

☒ Yes ☐ No

(i) A full disclosure of the admission requirements.

☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

☒ Yes ☐ No

(m) A definition of the unit of credit.

☒ Yes ☐ No ☐ Not Applicable (The institution does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

☒ Yes ☐ No

(p) The transfer of credit policy.

☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.

☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships offered.

☒ Yes ☐ No ☐ Not Applicable (no scholarships offered)

(s) The refund policy.

☒ Yes ☐ No

(t) A statement describing the student services offered.

☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the institution offer degree programs?

☒ Yes ☐ No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

☒ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

☒ Yes ☐ No

7.06 Does the institution offer courses and/or programs via distance education?

☐ Yes ☒ No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

☒ Yes ☐ No (Skip to Question 7.08.)

If Yes, is it appropriate?

☒ Yes ☐ No

7.08 Is the catalog available online?

☒ Yes ☐ No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?

☒ Yes ☒ No (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?

☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?

The ITT Technical Institute campus advertises on television, radio, and the internet. The campus also utilizes direct mailers and flyers to send information to prospective students.

Are the advertisements under acceptable headings?

☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

☒ Yes ☐ No (Skip to Question 7.14.)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?

☐ Yes ☒ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?

☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?

☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

☒ Yes ☐ No

8.05 Response submitted by AAC

8.06 Response submitted by AAC

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.07 Response submitted by AAC

8.08 Response submitted by AAC

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

The current annual budget for the library is $10,935 with $6,430 having been spent thus far this year. The breakdown of expenditures for this year is as follows: virtual library - $6,020, memberships - $210, and publications - $200.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?

☒ Yes ☐ No

8.12 Response submitted by AAC

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

☒ Yes ☐ No

8.14 Response submitted by AAC

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Response submitted by AAC

8.17 Response submitted by AAC

8.18 Response submitted by AAC

8.19 Response submitted by AAC

8.21 Response submitted by AAC

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

☒ Yes ☐ No

GENERAL COMMENTS:

The learning resource center at the campus depends largely on its online resources and research materials. Among the reference resources available are Books 24/7, Reference USA, and Epsco Host. The team found that on-shelf periodicals and books were sufficient. At present, the on-site full-time librarian, Mr. Michael Andrews, is out on an extended medical leave. In his absence, Ms. Anna Nowak, library assistant, is managing the local aspects of the library.

9. PROGRAM EVALUATION

Bachelor of Science Degree in Criminal Justice,

Associate of Applied Science Degree in Criminal Justice,

Associate of Applied Science Degree in Criminology and Forensic Technology. and

Associate of Applied Science Degree in Paralegal

FOR ALL PROGRAMS

9.01 Response submitted by AAC

(a) Response submitted by AAC

(b) Response submitted by AAC

(c) Response submitted by AAC

(d) Response submitted by AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Dr. Michael Mounts is the criminal justice and paralegal chair. He began his ITT career in 2010 and holds a bachelor of science degree in Political Science from Concord College, West Virginia; master of arts degree in Criminal Justice Leadership from Marshall University, West Virginia; and a juris doctorate degree from the Appalachian School of Law, Virginia. Dr. Mounts is retired from the U.S. Army and brings to the campus an extensive military background along with investigative and protection agency experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

Note: The placement rate for the bachelor's program in Criminal Justice is below 58%.

9.07 List the community resources and how they are utilized to enrich the program(s).

The criminal justice and paralegal programs utilized the following community resources: program advisory committee, field trips, guest speakers, and career fairs. Some of the fieldtrips used included Drug Enforcement Agency, Fairfax County police and courthouse, and Regional Criminal Justice Academy. Some guest speakers utilized included a probation supervisor, an investigation specialist, protection agencies, and an attorney. Student learning was enhanced by gaining first-hand knowledge and practical experiences from these activities. The team reviewed documentation to verify this information.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Response submitted by AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☒ Yes ☐ No ☐ N/A (these elements are not part of the program or no student is far enough along in the program)

Note: While the team was onsite there were no criminal justice and paralegal students enrolled in externships.

9.12 Response submitted by AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ N/A

9.14 Response submitted by AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course?

☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ N/A (there have been no graduates)

(a) How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:
Academic associate's degree in Criminal Justice - 3
Bachelor's degree in Criminal Justice - 1

Note: There were no graduates in the academic associate's degree in Criminology and Forensics Technology and the academic associate's degree in Paralegal programs during the 2011 CAR reporting period.

(b) How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:
Academic associate's degree in Criminal Justice - 2
Bachelor's degree in Criminal Justice - 1

(c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.22 Response submitted by AAC

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.25 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.35 Response submitted by AAC

9.36 Response submitted by AAC

9.37 Response submitted by AAC

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.39 Response submitted by AAC

FOR BACHELOR'S DEGREES ONLY

9.40 Response submitted by AAC

9.41 Response submitted by AAC

9.42 Response submitted by AAC

9.43 Response submitted by AAC

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N/A (no students in the third and fourth years)

9.45 Response submitted by AAC

GENERAL COMMENTS:

The criminal justice programs have an active American Criminal Justice Association (ACJA) club, and members are involved in various volunteer activities.

9. PROGRAM EVALUATION

Associate of Applied Science Degree in Computer Drafting and Design,

Associate of Applied Science Degree in Drafting and Design Technology,

Associate of Applied Science Degree in Visual Communications, and

Bachelor of Science Degree in Construction Management

FOR ALL PROGRAMS

9.01 Response submitted by AAC

(a) Response submitted by AAC

(b) Response submitted by AAC

(c) Response submitted by AAC

(d) Response submitted by AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Elzbieta Nowak is the program chair of the School of Drafting and Design and also oversees the Construction Management program. Ms. Nowak has a bachelor's degree and a master's degree, both in architecture, from the Krakow University of Technology in Krakow, Poland. She is also a member of the American Institute of Architects. She has been employed as a chair at the Springfield ITT campus since May 2000.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

Note: The associate's programs in Computer Drafting and Design and Visual Communications and the bachelor's program in Construction Management placement rates are below 58%.

9.07 List the community resources and how they are utilized to enrich the program(s).

The students enrolled in the four programs included in this section of the report participated in many documented field trips in 2011 and 2012. One of these field trips was to a public meeting for the West Grove Park master plan. This project was important because of its similarity to their capstone project. Other field trips focused on sharing ideas, methods, and practices with local Revit program users and fostering local peer contacts. Construction sites were also objects of observation and included the Marriott Hotel extension and the Little Hunting Park pool, both in the area.

There is evidence of the use of several guest speakers to enhance instruction. One of the most relevant guest speakers was Mr. James Clark from MTFA Architecture and President of the Virginia Society of American Architects. He is part of the Washington Monument Competition Committee. There were also several discussion panels that focused on trends in architecture, construction, design, and the industry. In addition, students in the Visual Communications program learned about job opportunities, networking, and associations related to their career by attending a series of talks given by professionals from companies like Imagine Design DC.

Extracurricular activities such as the "design charity," program clubs, high school visits, contests. and movies are part of the social integration used on the campus to enrich the curriculum.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Response submitted by AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ N/A (these elements are not part of the program or no student is far enough along in the program)

9.12 Response submitted by AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ N/A

9.14 Response submitted by AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course?

☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ N/A (there have been no graduates)

(a) How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:
Academic associate's degree in Computer Drafting and Design - 6
Academic associate's degree in Drafting and Design Technology - No graduates
Academic associate's degree in Visual Communications - 2
Bachelor's degree in Construction Management - 2

(b) How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:
Academic associate's degree in Computer Drafting and Design - 4
Academic associate's degree in Drafting and Design Technology - No graduates
Academic associate's degree in Visual Communications - 1
Bachelor's degree in Construction Management - 2

(c) How many of the calls where contact were made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.22 Response submitted by AAC

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.25 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ N/A hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.35 Response submitted by AAC

9.36 Response submitted by AAC

9.37 Response submitted by AAC

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.39 Response submitted by AAC

FOR BACHELOR'S DEGREES ONLY

9.40 Response submitted by AAC

9.41 Response submitted by AAC

9.42 Response submitted by AAC

9.43 Response submitted by AAC

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes ☐ No ☒ N/A (no students in the third and fourth years)

9.45 Response submitted by AAC

GENERAL COMMENTS:

The use of multiple community resources to enrich the curriculum is noteworthy. Students stated that they are active members of the campus, they enjoy team work, and they engage in many of the organized activities provided. The high-level of student participation is reflected in the favorable retention percentages reported by the campus. The program chair, Ms. Nowak, is very motivated and focused in this matter. The virtual library and its many online resources are meeting the needs of faculty and students in the programs. Faculty and students reported they are happy to be enrolled at this campus.

9. PROGRAM EVALUATION

Bachelor of Science Degree in Electrical Engineering and Communications Technology,

Bachelor of Science Degree in Electronics and Communications Engineering Technology,

Associate of Applied Science Degree in Electrical Engineering Technology, and

Associate of Applied Science Degree in Computer and Electronics Engineering Technology

FOR ALL PROGRAMS

9.01 Response submitted by AAC

(a) Response submitted by AAC

(b) Response submitted by AAC

(c) Response submitted by AAC

(d) Response submitted by AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

The four degree programs covered in this section of the report are located in the School of Electronics Technology. The administrator in charge of these four programs is Dr. Mohamed Morsy, chair of the School of Electronics Technology. He was designated chair of the school in March 2004. Dr. Morsy has served as a part-time faculty member at George Washington University from 2002 to 2004. He also worked as a full-time faculty member, senior research scientist, senior systems engineer, and head of the Division for Technical Information, successively, in the Department of Defense in Egypt between 1976 and 2001. Dr. Morsy holds a bachelor of science degree in Electrical Engineering and Communications from the Military Technical College in Cairo, Egypt, and a master of science degree in Electrical Engineering from the Assiut University in Assiut, Egypt. He has also earned a doctor of science degree in Electrophysics from George Washington University.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

Dr. Morsy is academically and experientially qualified to administer the academic programs in the School of Electronics Technology.

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

The chair of the School of Electronics Technology devotes about 70% of his time to administrative tasks.

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

Students in the engineering programs go on field trips to the offices/facilities of local businesses and manufacturing/production facilities located in the Washington, DC metropolitan region. These field trips provide students opportunities for exposure to the real-world work environment and could lead to internship arrangements for some students. During the current academic year, field trips were arranged to the National Electronics Museum, National Air and Space Museum, and FOSE Conference in Washington, DC. Every year, a few guest speakers come to the campus to address students in the School of Electronics Technology. These presentations are beneficial for students and faculty in the context of new learning and professional networking. Among the guest speakers used during the last academic year were Mr. Allen Nebb, assistant general superintendent in the Washington Metropolitan Area Transit Authority, and Mr. Edward Anderson, partner in the Computer Sciences Corporation. The School of Electronics Technology has an active program advisory committee (PAC) that formally meets twice a year. The 11 members of this committee represent local businesses, employers, and the community. Micron, Inc., Time Warner Cable, Sytech Corporation, ITT Corporation, The National Science Foundation, and The Department of Homeland Security are among the local entities from which members of the PAC are associated.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Response submitted by AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Response submitted by AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ N/A

No independent studies were undertaken in the programs covered in this report.

9.14 Response submitted by AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course?

☒ Yes ☐ No

The course syllabi are well designed. The learning outcomes, instructional activities/tasks, and course outlines/schedules are clearly stated. The prerequisites, if required, are identified for each course. Each syllabus contains an explicit grading rubric.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

This was confirmed by students interviewed in two classes.

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

(a) How many calls to employers or graduates were attempted?

During the time period covered by the 2011 CAR, there were no graduates in the following programs:
Bachelor's degree in Electrical Engineering and Communications Technology
Academic associate's degree in Electrical Engineering Technology

The following number of calls was made to employers for the following programs:
Bachelor's degree in Electronics Communications and Engineering Technology - 5
Academic associate's degree in Computer and Electronics Engineering Technology - 4

(b) How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:
Bachelor's degree in Electronics Communications and Engineering Technology - 4
Academic associate's degree in Computer and Electronics Engineering Technology - 2

(c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.22 Response submitted by AAC

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

All seven faculty members teaching courses in these degree programs are well qualified.

9.25 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.35 Response submitted by AAC

9.36 Response submitted by AAC

9.37 Response submitted by AAC

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.39 Response submitted by AAC

FOR BACHELOR'S DEGREES ONLY

9.40 Response submitted by AAC

9.41 Response submitted by AAC

9.42 Response submitted by AAC

9.43 Response submitted by AAC

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.45 Response submitted by AAC

GENERAL COMMENTS:

The campus facilities available for the academic programs in the School of Electronics Technology are impressive. The two electronic laboratories are well equipped and laid out properly for efficient utilization of the equipment by students. The other computer and telecommunication resources for students are more than adequate. There is an active electronics club sponsored by the chair of the school. Members of this club are encouraged to utilize the laboratory facilities at the campus, and some members act as mentors/tutors for students who can benefit from these support activities. Students interviewed during the site visit indicated that the quality of instruction is good and praised the instructors and administrators for being accessible and responsive to their needs. The program advisory committee (PAC) for the School of Electronics Technology provides beneficial advice to the administration concerning the currency and employment market relevance of the academic programs.

9. PROGRAM EVALUATION

Bachelor of Science Degree Program in Project Management and Administration, Project Management Option

FOR ALL PROGRAMS

9.01 Response submitted by AAC

(a) Response submitted by AAC

(b) Response submitted by AAC

(c) Response submitted by AAC

(d) Response submitted by AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

The degree program covered in this report is located in the School of Business. Ms. Paula Cherry is currently serving as acting chair of the School of Business. Ms. Cherry has been working as the dean of academics at the ITT Technical Institute in Springfield, Virginia since February 2010. From 2008 to 2010 she was the registrar at this campus. Prior to her employment at ITT, Ms. Cherry was a member of the adjunct faculty at ECPI College of Technology (2006 to 2008) and an academic assistant at Strayer University from 2002 to 2004. Ms. Cherry holds an associate's degree, a bachelor of science degree, and a master of science degree from Strayer University. Currently, she is enrolled in the doctorate program of business administration at Argosy University. Ms. Cherry stated that she expects to get the doctoral degree before the end of 2013. Ms. Cherry indicated that a regular school chair should be in place within six months.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☐ Yes ☐ No ☒ Not applicable (new program)

(b) Student placement rate of 58%

☐ Yes ☐ No ☒ Not applicable (new branch only)

This is a new degree program offering from which no graduates have occurred.

9.07 List the community resources and how they are utilized to enrich the program(s).

Since the bachelor's degree program is still in its first year of existence, the school chair has not completed the task of constituting a program advisory committee (PAC) for the School of Business. She indicated that the first meeting of the PAC will occur at the end of 2012. During the last year, two guest speakers have addressed the students enrolled in the program. Field trips for students in the program are scheduled for the current academic year.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Response submitted by AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Response submitted by AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ N/A

9.14 Response submitted by AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course?

☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☐ Yes ☐ No ☒ N/A (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.22 Response submitted by AAC

FOR BACHELOR'S DEGREES ONLY

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

The single faculty member teaching project management courses in the program is well qualified.

9.25 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

☒ Yes ☐ No

9.40 Response submitted by AAC

9.41 Response submitted by AAC

9.42 Response submitted by AAC

9.43 Response submitted by AAC

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes ☐ No ☒ N A (no students in the third and fourth years)

9.45 Response submitted by AAC

GENERAL COMMENTS:

The facilities available for the project management program in the School of Business at the Springfield campus are impressive. Well-equipped computing laboratories exist to support the project management software needed by students. Students interviewed during the site visit indicated that the quality of instruction is good and praised the instructors and administrators for being accessible and responsive to their questions and concerns.

9. PROGRAM EVALUATION

Associate of Applied Science Degree in Information Technology - Computer Network Systems,

Associate of Applied Science Degree in Network System Administration,

Bachelor of Science Degree in Information Systems Security,

Bachelor of Science Degree in Information Systems and Cybersecurity, and

Bachelor of Science Degree in Project Management

FOR ALL PROGRAMS

9.01 Response submitted by AAC

(a) Response submitted by AAC

(b) Response submitted by AAC

(c) Response submitted by AAC

(d) Response submitted by AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Thomas Miller is the chair of the School of Information Technology. He holds an associate's degree in Business Administration from Northern Virginia Community College in Annandale, Virginia and a bachelor's degree and a master's degree in Information Technology from George Mason University in Fairfax, Virginia. Mr. Miller has worked at the campus since 2009 as an adjunct and full-time instructor and has been the chair since January 2012.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The programs have an active advisory committee which meets twice a year. The team reviewed the minutes of the two most recent meetings held in November 2011 and June 2012. Additionally, field trips and guest speakers are used in the programs when appropriate.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Response submitted by AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA (these elements are not part of the program or no student is far enough along in the program)

9.12 Response submitted by AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ N/A

9.14 Response submitted by AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course?

☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA (there have been no graduates)

(a) How many calls to employers or graduates were attempted?

During the time period covered by the 2011 CAR, there were no graduates in the following programs:
Bachelor's degree in Information Systems and Cybersecurity
Academic associate's degree in Network System Administration

The following number of calls was made to employers for the following programs:
Bachelor's degree in Information Systems Security - 4
Bachelor's degree in Project Management - 1
Academic associate's degree in Information Technology – Computer Network Systems - 5

(b) How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:
Bachelor's degree in Information Systems Security - 2
Bachelor's degree in Project Management - 1
Academic associate's degree in Information Technology – Computer Network Systems - 3

(c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.22 Response submitted by AAC

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.25 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.35 Response submitted by AAC

9.36 Response submitted by AAC

9.37 Response submitted by AAC

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.39 Response submitted by AAC

FOR BACHELOR'S DEGREES ONLY

9.40 Response submitted by AAC

9.41 Response submitted by AAC

9.42 Response submitted by AAC

9.43 Response submitted by AAC

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N/A (no students in the third and fourth years)

9.45 Response submitted by AAC

9. PROGRAM EVALUATION

Bachelor of Science Degree in Digital Entertainment and Game Design

FOR ALL PROGRAMS

9.01 Response submitted by AAC

(a) Response submitted by AAC

(b) Response submitted by AAC

(c) Response submitted by AAC

(d) Response submitted by AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Ela Nowak is assigned to administer the program in Digital Entertainment and Game Design. In 2002 she came to the institution as chair of the Computer Drafting Department. She since has headed the Department of Digital Entertainment and Game Design for approximately two years. She holds a master's of architecture engineering degree from Krakow University of Technology in Krakow, Poland. She also has completed additional studies in graphic design at Metropolitan Community College in Omaha, Nebraska. Ms. Nowak has a varied background in her career starting in Krakow, Poland where

she supervised historical restoration of noted landmarks. After coming to the U.S., she worked with governmental agencies in graphic design, urban planning, and public works. She is a member of AIA (American Institute of Architects) as well as ADDA (American Design Drafting Association). She supervises two full-time instructors and four adjunct instructors. She is assisted by subject expert Mr. Princewell Ikegwuono who holds a master of fine arts degree in Animation and Digital Media from the Savannah College of Art and Design and a bachelor of arts degree in Fine Arts from the University of Nigeria. She has a nine year teaching history at DeVry, Westwood, and the Art Institute. Currently, she also has her own freelance game design studio in the Springfield area.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes ☐ No ☒ Not applicable (no graduates)

This is a new degree program from which no graduates have occurred.

9.07 List the community resources and how they are utilized to enrich the program(s).

The Washington, DC metropolitan area is unique in the opportunities it is able to offer students of this program. Guest speakers came together in a drafting and design day that engaged the students of digital entertainment and game design. Also, members of the professional community come to the campus to speak to students and review portfolios that they have on display. Program advisory committee members also give feedback on capstone projects as students prepare to graduate. The national military headquarters in Washington offer positions in the areas of video design for training modules and instruction. Many internationally recognized media venues are located in the area and offer diverse design and production opportunities.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Response submitted by AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA (these elements are not part of the program or no student is far enough along in the program)

9.12 Response submitted by AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ N/A

9.14 Response submitted by AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course?

☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☐ Yes ☐ No ☒ N/A (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.22 Response submitted by AAC

FOR BACHELOR'S DEGREES ONLY

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.25 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ N/A (hiring responsibility is at AAC)

9.27 Are teaching loads reasonable?

☒ Yes ☐ No

9.40 Response submitted by AAC

9.41 Response submitted by AAC

9.42 Response submitted by AAC

9.43 Response submitted by AAC

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes ☐ No ☒ N/A (no students in the third and fourth years)

9.45 Response submitted by AAC

GENERAL COMMENTS:

All five students enrolled in the program are currently online students. The administration reported that the Digital Entertainment and Game Design program is being phased out at this campus. The expected termination date of the program is September 2012.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Citation # (in **bold**)	Summary Statement (followed by report page number)
Section 3-1-303(a)	The Campus Accountability Report (CAR) could not be verified (pages 15 and 16).
Sections 3-4-302 & 3-5-302	An instructor teaching a general education course is not qualified (page 20).

RECOMMENDATION

The evaluation team offers the following recommendation for the campus' consideration *(This recommendation is not included in the report seen by the Council)*:

Student Parking:

Survey students regarding their perceived adequacy of the campus security provided when they are required to use the adjacent parking lot for overflow parking during evening sessions. (Some evening students indicated this had been a concern.)

NEW GRANT

Westwood College Online
10249 Church Ranch Way
Broomfield Colorado 80021
ACICS ID Code: 00023709

Mr. Louis Pagano, Chief Operating Officer (b)(6) @westwood.edu)
(b)(6) @westwood.edu

MAIN CAMPUS
Westwood College- Los Angeles
Los Angeles, California
ACICS ID Code: 00011142

February 5-7, 2014

Mr. Terry Campbell	Chair and Facilities	Kaplan University Online	Okeechobee, FL
Dr. Michele Ernst	Student-Relations Specialist	Former President, Brown College	Chaska, MN
Dr. Andrea Olson	Distance Education Activities and Master in Business Administration Specialist	Executive Director of Research and Development, Program Director, Grad. Studies	Aitkin, MN
Dr. Scot Ober	Educational Activities, Library, and Business Programs Specialist	President, Words Etc. Inc.	Tucson, AZ
Ms. LaVerne Lewis	Criminal Justice and Paralegal Specialist	Mt. Hood Community College	Gresham, OR
Mr. Charles Saunders	Graphic Design and Electronics Specialist	Program Director	Owens Cross Roads, AL
Mr. Ernest Johnson	Information Technology Specialist	Kaplan University	Memphis, TN
Ms. Lori Claus	Interior Design, CAD, and Architectural Design	EDMC	Pittsburg, PA
Ms. Kristal Bushong	Medical Specialist	American National University	Salem, VA
Ms. Torri Hayslett	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
WESTWOOD COLLEGE ONLINE
BROOMFIELD, COLORADO

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Occupational Associate	Information and Network Technologies	1265	91.5	48	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Business Administration	910	90	166	**64%**	100%	**50%**	N/A
Associate of Applied Science	Academic Associate	Computer Aided Design – Architectural Drafting	1180	90	152	**54%**	100%	73.4%	N/A
Associate of Applied Science	Academic Associate	Criminal Justice	905	90	122	**56%**	**67%**	**56.8%**	N/A
Associate of Applied Science	Academic Associate	Graphic Design	1180	90	122	**57%**	**61%**	**57.8%**	82.1%
Associate of Applied Science	Academic Associate	Information & Network Technologies	1225	90	84	**56%**	**66%**	**62.5%**	**60%**
Associate of Applied Science	Academic Associate	Medical Office Management	945	90	58	73%	100%	N/A	N/A
Associate of Applied Science	Academic Associate	Medical Insurance Coding and Billing	1080	90	135	71%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Paralegal	925	90	78	**53%**	**65%**	**54.4%**	**51.9%**
Bachelor of Science	Academic Bachelor	Business Administration: Major in Management	1820	180	93	**58%**	89%	**52.2%**	**66.7%**
Bachelor of Science	Academic Bachelor	Business Administration: Major in Human Resource Management	1820	180	35	**59%**	N/A	81.1%	N/A
Bachelor of Science	Academic Bachelor	Business Administration: Major in Marketing Management	1820	180	38	69%	92%	70%	100%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Project Management	1820	180	7	**45%**	N/A	66.7%	N/A
Bachelor of Science	Academic Bachelor	Business Administration: Major in Accounting	1820	180	8	91%	76%	70.3%	87.5%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Healthcare Management	1820	180	6	87%	**53%**	**59.2%**	75%
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Administration	1820	180	58	73%	**66%**	**53.7%**	70%
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Corrections	1805	180	8	**31%**	N/A	84.2%	N/A
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Investigations	1820	180	22	**41%**	N/A	71.7%	N/A
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Animation	2330	180	3	72%	**33%**	70.1%	**51.6%**
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Game Art	2325	180	20	88%	**25%**	71.7%	**31.5%**

Bachelor of Science	Academic Bachelor	Graphic Design: Major in Visual Communications	2305	180	42	74%	**62%**	68.8%	80.8%
Bachelor of Science	Academic Bachelor	Interior Design	2330	180	6	83%	**42%**	60.7%	**56.3%**
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Web Design	2305	180	39	72%	**62%**	67.9%	81.3%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Fashion Merchandising	1995	195	11	81%	88%	73.3%	93.3%
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Network Management	2350	180	37	77%	85%	**60.3%**	**66.7%**
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Systems Security	2350	180	26	83%	81%	65.7%	89.3%
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Computer Forensics	2305	180	17	**59%**	100%	90%	N/A
Bachelor of Science	Academic Bachelor	Software Development: Major in Game Software Development	2145	180	152	**52%**	**43%**	**56.8%**	**51.5%**
Master of Business Administration	Master	Master of Business Administration	540	54	69	80%	88%	79.7%	70.2%
Bachelor of Arts +++	Bachelor of Arts	Management	1995	195	1				
Bachelor of Science+++	Bachelor of Science	Computer Network Management	2360	187	1				
Bachelor of Science+++	Bachelor of Science	Criminal Justice	1995	197.5	2				
Bachelor of Science+++	Bachelor of Science	Game Art	2605	199.5	2				
Bachelor of Science+++	Bachelor of Science	Information Systems Security	2380	187	1				
Bachelor of Science+++	Bachelor of Science	Game Software	2385	196	1				
Bachelor of Science+++	Bachelor of Science	Visual Communications	2640	200.5	1				
Non-degree++++	Non-degree				3				
		TOTAL ENROLLMENT			1662				

Notes: Typed in bold are any retention rates below 65% (programs >1 year in length) or 70% (programs =<1 in length) and any placement rates below 70%.

+++ Classes in teach out mode with last class completion, October 2014

++++ Non-degree, student is just taking a class without a major

INTRODUCTION

Westwood College Online is one of sixteen campuses located in Colorado, Illinois, Georgia, and Virginia. Westwood College is a wholly-owned entity of Wesgray Corporation which is wholly-owned subsidiary of Westwood College, Inc.

The Westwood College Online campus was approved in August 2008 as an additional location of Westwood College Online, Los Angeles, California and the first term was in May 2009. The Online campus offers its courses and programs from Broomfield, Colorado. This campus is located in a business district.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 53% female and 47% male; and the average age is 33.34 years. Of those reporting it on the survey form provided when the most recent data was collected, the ethnicity of the student population was 21% African American, 46% Caucasian, 3% Hispanic, 1% Native American, 2% Asian/Pacific Islands, and 27% of the students not reporting their ethnicity.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantage Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were granting 3.5 quarter credits to 4.5 quarter credits. The CAP curriculum model is an effort to ensure Westwood College is offering the most updated programs as possible to better prepare their graduates for employment. In addition, this model closely resembles the standard semester credit model and allows for the possibility of easier transferability to institutions external to Westwood College. Due to this revision the following bachelor programs are in teach out mode with expected close out October 2014. There are 7 bachelor's degree programs; Management (1 student), Computer Network Management (1 student), Criminal Justice (2 students), Game Art (2 students), Information Systems Security (1 student), Software Development (1 student), and Visual Communications (1 student).

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The Westwood College-Online mission statement is located on page 8 in the 2014 Academic Catalog, Westwood College- Online.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.

☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒ Yes ☐ No
(b) Student placement.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The data used to demonstrate learning outcomes in the educational programs includes data that supports the acquisition of appropriate skill sets and knowledge. This data consists of retention and placement rates, student and graduate satisfaction surveys, employer satisfaction surveys, student's grades, and instructor classroom observations..

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
- Westwood College Online established a retention rate goal of 70% for 2014.
- The campus streamlined the communication process between instructors and academic advisors. This allows for earlier identification of at-risk students.
- The campus will look at improving inside coaching to assist students.
- Work toward improving faculty monitoring and ensure faculty are meeting online teaching standards.
- During week 1 of classes, there has been implementation of a video announcement submitted by the instructor.
- Program chairs also embedded video announcements introducing themselves to their program students.

Placement
- Improve evaluating process of employment rates and other and other employment data.

- The Career Services Team will meet with the Academic Dean, and Program Chairs to review Program Advisory Committee recommendations for additional job leads.
- The Career Advisor will attend adobe connect room meeting with students. This will provide students with information and tips for students first mock interview.
- The campus implemented exit interview process and graduation packets for all graduates.
- The campus will continue to focus on improving the performance and user friendliness in the classrooms.
- Career Services schedules guest speaker webinars in areas of career interest.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Mr. Louis Pagano is the chief operating officer at Westwood College Online campus and responsible for implementing and monitoring the campus effectiveness plan (CEP). He is assisted with the CEP by a campus steering committee consisting of the executive assistant, onsite administrator, director of student services, vice president admissions, academic dean, director of marketing, and academic operations managers. Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor's degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master's degree in Engineering Management from National Technological University, Ft. Collins, Colorado. He brings to the campus over twenty years of management experience.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

GENERAL COMMENTS:
The CEP provided to the team meets Council expectations for CEP content.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?

☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Louis Pagano is responsible for financial oversight of the campus. As previously stated, Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor's degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master's degree in Engineering Management from National Technological University, Ft. Collins, Colorado. He brings to the campus over twenty years' of management experience.

GENERAL COMMENTS:
Even though the class delivery system is online format, interviews with faculty and students promotes a spirit of cooperation and open communication among students, staff, and faculty.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Ralph Freye is the onsite administrator and vice president of student services. He began his Westwood College career 2010. He holds a bachelor's degree in Accounting from Ferris State University, Big Rapids, Michigan and a master's degree in Business Administration from Argosy University, Chicago, Illinois. He brings to the campus over eighteen years of management experience.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No

(d) Accreditation and licensure.
☐ Yes ☒ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

If *No* for any applicable item, insert the section number in parentheses and explain:
(Section 3-1-303 (a)): The school does not keep adequate records as it relates to accreditation and licensure on the CAR, specifically regarding, placement, attestations, and waiver verification. Below is a list of students that had signed attestations for placement in various programs. After sampling 17 graduate files for attestations, the team could not determine if all graduates who attested to being placed in a position were able to benefit from the skills and knowledge learned in the program; needed the credential to obtain a new position; completed the credential for possible future promotion; improved job-related skills; or completed the credential for professional development. For example, (b)(6) graduate of the Bachelor's degree in Business Management program, works at Wal-Mart, Inc., in the Inventory Management System department. On her signed employment information form, Ms. (b)(6) stated her job duties as follows: Bin necessary items that did not fit onto sales floor, unbin and take appropriate item to floor to be stocked, keep backroom clean, keep track of shelf caps and on hand numbers. As another example, Mr. (b)(6) graduate of the Information Technology program, works at Thomasville Furniture Brands International, as a Shipping/Receiving Clerk. On his signed employment information form, Mr. (b)(6) stated his job duties as follows: Box up cushion cores and backs. I fill cushions and bolsters. I also roll yardage for customers and other businesses.

Program	Last Name	First Name	Soc Code	Prof Dev or Degree Rqmt.	Title	Company	Date of Hire
AN – Other	(b)(6)			*	(b)(6)		02/01/2011
AN – Other				*			02/01/2011
AN – Other				*			06/13/2013
BAACTFM – Other				*			02/13/2008
BAACTFM – Other				*			09/01/2013
BAFM – Other				*			05/10/2010
BAMGMT – Other				*			09/01/2011
BAMGMT – Other				*			07/07/2003
BAMGMT – Other				*			01/01/2005
BAMGMT – Other				*			08/26/2013
BAMM – Other				*			06/28/2012
GA – Other				*			06/18/2012

GA – Other	(b)(6)	*	(b)(6)	12/02/2012
GA – Other		*		02/01/2013
GA – Other		*		11/01/2009
GA – Other		*		01/31/2011
GA – Other		*		05/15/2013
GA – Other		*		01/28/2013
GA – Other		*		02/14/2003
GA – Other		*		02/01/2013
GDMM – Other		*		11/01/2010
GDMM – Other		*		01/26/2008
GDMM – Other		*		01/01/1991
GDMM – Other		*		10/01/2011
GDMM – Other		*		07/25/2011
GDMM – Other		*		08/01/2010
GSD - Other		*		07/22/2013
GSD - Other		*		08/01/2013
GSD - Other		*		04/01/2013
MBA - Other		*		04/19/2013
MBA - Other		*		02/04/2013
MBA - Other		*		06/01/2013
MBA - Other		*		01/28/2008
MBA - Other		*		10/08/2013
MBA - Other		*		07/01/2011
VC – Other		*		11/30/2011
VC – Other		*		04/01/2011
VC – Other		*		10/27/2011
VC – Other		*		10/01/2012
WD - Other		*		07/23/2007
WD - Other		*		10/11/1993
WD - Other		*		01/03/2013
WD - Other		*		09/24/2011
CADARCDF – Other		*		10/01/2007
CADARCDF – Other		*		01/01/2001
CADARCDF – Other		*		03/01/2012
ID – Other		*		06/22/2013

ID – Other	(b)(6)	*	(b)(6)	07/01/2007
ID – Other		*		04/25/1999
CJ – Other		*		03/06/2006
CJ – Other		*		01/04/2011
CJ – Other		*		09/22/2010
CJ - Other		*		02/01/2013
CJ - Other		*		01/01/2013
CJ - Other		*		06/30/2012
CJ - Other		*		09/01/2011
CJA - Other		*		10/24/2012
CJA - Other		*		08/01/2010
CJA - Other		*		06/19/2012
CJA - Other		*		03/22/2013
PL - Other		*		11/26/2012
PL - Other		*		11/02/2011
PL - Other		*		06/19/2013
PL - Other		*		06/17/2011
IT – Other		*		05/01/2011
IT – Other		*		09/11/2013
IT – Other		*		07/10/2000
IT – Other		*		04/29/2011
IT – Other		*		09/26/2006
IT – Other		*		10/21/2011
IT – Other		*		10/20/2012
IT – Other		*		09/09/2013
IT – Other		*		02/01/2011
IT – Other		*		08/01/2009
IT – Other		*		01/01/1999
ITCN - Other		*		03/06/2012
ITCN - Other		*		03/15/2012
ITCN - Other		*		11/21/1999
ITCN - Other		*		12/17/2010

ITCN - Other	(b)(6)	*	(b)(6)	03/12/2010
ITCN - Other		*		06/23/2009
ITSS - Other		*		05/13/1996
ITSS - Other		*		01/02/2001
ITSS - Other		*		01/23/2012
ITSS - Other		*		12/05/1994
ITSS - Other		*		07/10/2012
ITSS - Other		*		09/01/2009

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☐ Yes ☒ No

(Section 3-1-303(e)): The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog.

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed a total of 62 student files, including: 10 currently active students, 19 current students from the CAR, 8 drops from the CAR, 10 graduates from the CAR, 2 new students from the CAR, 3 re-enters from the CAR and 10 students not making SAP.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Ms. Kimberly Beckman, senior vice-president of admissions, is responsible for the oversight of student recruitment at the campus. Ms. Beckman has a bachelor's degree in Business Administration and Spanish from Coe College, Iowa and a master's degree in Business Adminstration from University of Colorado-Colorado Springs. She has been working at Westwood College since 2004 in admissions and in her current role since 2011.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team interviewed two admissions representatives and the vice-president of admissions as well as reviewed 62 enrollment agreements to verify the recruiting process for new students is ethical and compatible.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.23 Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master's degree?
☒ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of statisfactory academic progress can be found in the addendum to the academic catalog on page 2-6.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No
(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No
(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals.
☒ Yes ☐ No
Incomplete grades.
☒ Yes ☐ No
Repeated courses.
☒ Yes ☐ No
Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)
A probationary period.

☒ Yes ☐ No
An appeal process.
☒ Yes ☐ No
An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)
The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes*, is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. Fletcher Brown, registrar, is responsible for the administration of satisfactory academic progress. Mr. Fletcher has an associate's degree in Computer Networking, a bachelor's degree in Computer Network Management and a master's degree in Business Administration, all from Westwood College. He has been working in academic registration since 2000, and 11 of those years are at Westwood.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☒ Grants.
(c)☒ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Mr. Adam Whitacre, director of student finance/student finance supervisor, is the on-site administrator responsible for financial aid. Mr. Whitacre has a bachelor's degree in Communication from the University of Colorado and has been working in student finance for 10 years, 5 of which are in his current position.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Mr. Whitacre is a member of the National Association of Student Financial Aid Administrators (NASFAA). Mr. Whitacre receives regular updates from NASFAA regarding changes in policy and regulations with financial aid, which he communicates to his employees. Alta, the parent company, provides weekly training sessions for all employees within the financial aid office.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The campus offers structured tutoring for all students. Student success workshops are available to students and cover a wide variety of topics including time management, study skills, and navigating the learning management system. Every new student is assigned a success coach who is responsible for providing academic advising and support for the first three terms.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes ☐ No ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Cassandra Nicholl, director of career services, is responsible for the oversight of counseling students on employment opportunities. Ms. Nicholl has a bachelor's degree in Sport Science from the University of Idaho and has been working in career services at the campus since 2009. She was brought into her current role in 2013.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 2144
The ending enrollment reported on the previous year's CAR is 2144

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
When the campus determines a student is leaving, the student finance advisors contact the student to discuss repayment with their loan obligations. In addition, former students receive an email from the campus explaining their repayment obligations.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus has a social media site called "In Circle" for current students and alumni where they can network and communicate with each other. Current students can create learning groups to support each other in their learning.

4.68 Do all students enrolled in master's degree programs possess a bachelor's degree?
☒ Yes ☐ No

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Ms. Aimee Callahan, the academic dean, is assigned to oversee the educational activities of all programs. She holds a bachelor's degree in Theatre, a master's degree in Communication, a master's degree in Education, and a doctoral degree in Adult Education, all from the University of Wyoming. She was named academic dean at this institution in January 2013.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The team verified that the administration and program chairs have sufficient authority and support in decision-making for the development and administration of programs. Each program chair participates in an annual curriculum review and program assessment. When areas of need are identified, there are systems in place for communication of recommendations and approval.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No

(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.10*)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes ☒ No (*Skip to question 5.14*)

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.16 What provisions are made for individual differences among students?
Each student is assigned an academic advisor to whom the student can go for individual issues. There are also faculty and peer tutors available, as well as subject-matter coaches. Students can pay to take an opt-out exam for most first- and second-year courses. Students passing the exam receive course credit, but the grade does not affect the student's GPA.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The team was able to verify a system is in place for curriculum assessment, evaluation, and revision. The program chairs meet with the academic dean at least once per quarter to review the curriculum and make changes if needed.

5.18 Does the faculty participate in this process?
☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No ☐ Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No

(d) Personnel.
☒ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
At least two in-service training sessions are held each quarter. Attendees have a certificate of attendance placed in their faculty file.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

The campus provided both 2013 and 2014 development plans. The 2014 plans held activities but little documentation since the year is so new. The 2013 plans did contain documentation of the implementation of the plans.

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?
☒ Yes ☐ No

5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?
☒ Yes ☐ No

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.40 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
Westwood College online is 100% instruction online. Students access their online courses via MyPath (Blackboard) and have access to their courses, and Student Resources including the Library, online Tutoring Center, and other resources.
Administrative offices and other space is located on the second floor of a two story building located in a commercial district. This space includes 43,000 square feet to support the online administrative support and administrative staff. There is ample parking and the building is handicap accessible.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the evaluation visit is the 2014 Academic Catalog Westwood College - Online, Volume 6 - No.1, Revised September 2013. With addendas dated 01/22/2014, 2/4/2014, 2/7/2014 and an additional addendum that will be effective 3/19/2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.
☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No

(c) The names and titles of the administrators.
☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No

(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.
☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No

(h) An academic calendar.
☒ Yes ☐ No

(i) A full disclosure of the admission requirements.
☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☐ Yes ☒ No

(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No

(p) The transfer of credit policy.
☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

☒ Yes ☐ No

(t) A statement describing the student services offered.

☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-701 and Appendix C): The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript. The grading system that starts on page 49 of the catalog gives explanations of the following designations that are not listed on the transcript to include proficiency (PR), transfer (TR), pass (P)/ no pass (N), incomplete (I), withdraw (W), and repeated course (R). Additionally, on page 153 of the catalog, other grades listed are audit (AU) and equivalent (EQ), although neither are explained in the catalog. On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been stated. There are statements on the transcript that attempt to explain repeated courses and withdraw and transfer, but the statements do not match the catalog. The campus also provided an updated addendum but still lacked consistency between the catalog and transcript.

7.05 Does the campus offer degree programs?

☒ Yes ☐ No

If *Yes*, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

☒ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

☒ Yes ☐ No ☐ Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

☒ Yes ☐ No *(Skip to Question 7.07.)*

If *Yes*, does the catalog contain the following?

(a) A description of each mode of delivery used for distance education courses.

☒ Yes ☐ No

(b) Any additional or different admissions requirements for students taking distance education courses.

☐ Yes ☐ No ☒ Not Applicable (there are no additional or different admissions requirements)

(c) A description of any tests used to determine access to distance education.

☐ Yes ☐ No ☐ Not Applicable (no additional tests are given)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.

☒ Yes ☐ No

(e) Costs and fees associated specifically with distance education.

☐ Yes ☐ No ☒ Not Applicable (there are no additional costs and fees)

All courses and/or programs are offered online.

7.07 Does the catalog contain an addendum/supplement?

☒ Yes ☐ No *(Skip to Question 7.08.)*

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

☒ Yes ☐ No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

☒ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

7.08 Is the catalog available online?
☒ Yes ☐ No *(Skip to Question 7.09.)*

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No *(Skip to Question 7.10.)*

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises online through their website, through direct mailers, flyers, newspapers and television.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☒ No *(Skip to Question 7.14.)*

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☐ Yes ☒ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The institutional performance information that the campus provides to the public, includes information on college completion and graduation rates and placement rates.

Where is this information published and how frequently is this information being updated?
This information is published online and was updated for the 2012-2013 CAR.

7.18 Does the catalog have a separate section describing the following:

(a) Program requirements
☒ Yes ☐ No
(b) Admission procedures
☒ Yes ☐ No
(c) Transfer policies
☒ Yes ☐ No
(d) Graduation requirements
☒ Yes ☐ No
(e) Regulations
☒ Yes ☐ No

(f) Course descriptions
☒ Yes ☐ No

COMMENDATIONS:
Commendations are given for the website www.westwoodcollegesuccess.com and the booklet that was created for student success stories and videos that tell the story of graduates who have transformed their lives, families, and futures at Westwood.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Faculty members report that they can recommend any new databases to add to the campus holdings. The team reviewed e-mails from faculty requesting resources. All holdings are electronic--with no hard copies of any resources.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $21,065.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
A total of $5,425 (26%) has been spent thus far--all on electronic databases.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Faculty members confirmed that most courses require projects that require student usage of library resources. This was confirmed by a review of course syllabi.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

☒ Yes ☐ No

The databases are organized online by subject area.

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The library includes several EBSCO databases, LexisNexis, and Proquest. The campus has recently dropped five databases, including EBSCO Academic Search Premier, which is critically useful for the MBA students.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Ms. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

Since this is a completely electronic library, all resources are available all of the time.

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☒ Yes ☐ No

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?
☒ Yes ☐ No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?
☒ Yes ☐ No

8.31 Is there a current inventory of instructional resources, including online resources?
☒ Yes ☐ No

8.32 Are the resources organized for easy access and usage?
☒ Yes ☐ No

8.33 Is it evident that faculty encourages the use of the library?
☒ Yes ☐ No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?
☒ Yes ☐ No

8.35 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Ms. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.36 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.37 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.38 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
☒ Yes ☐ No

8.39 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?
☒ Yes ☐ No

8.40 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources?
☒ Yes ☐ No

8.41 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?
☒ Yes ☐ No

8.42 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
☒ Yes ☐ No

8.43 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.44 What library resources does the campus provide to support a better understanding of scholarly research at the graduate level?
All of the peer-reviewed journals online support an understanding of scholarly research at the graduate level.

9. PROGRAM EVALUATION

Bachelor's Degree in Business Administration: Major in Management

Bachelor's Degree in Business Administration: Major in Human Resource Management

Bachelor's Degree in Business Administration: Major in Marketing Management

Bachelor's Degree in Business Administration: Major in Project Management

Bachelor's Degree in Business Administration: Major in Accounting

Bachelor's Degree in Business Administration: Major in Healthcare Management

Bachelor's Degree in Business Administration: Major in Fashion Merchandising

Academic Associate's Degree in Business Administration

Master's Degree in Business Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Jennifer Dartt is the program chair for business. She has been in this position since May 2010. She holds a bachelor's degree in Journalism, a master's degree in Business Administration from Westwood College Online, and a master's degree in Legal Studies from Texas State University.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

Improvement plans were on file for the retention percentages of the bachelor's major in Human Resource Management and the major in Project Management and for the placement rate for the bachelor's major in Healthcare Management.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Program advisory committee meeting minutes were reviewed, as was documentation of two guest speakers within the past year. During a telephone faculty meeting, faculty gave other examples of the use of community resources.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites

☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls were attempted:
Bachelor's Degree in Business Administration: Major in Management: 6
Bachelor's Degree in Business Administration: Major in Marketing Management: 5
Bachelor's Degree in Business Administration: Major in Accounting: 3
Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 5
Master's Degree in Business Administration: 4

How many calls to employers or graduates were successful?
The following numbers of calls were successful:
Bachelor's Degree in Business Administration: Major in Management: 2
Bachelor's Degree in Business Administration: Major in Marketing Management: 2
Bachelor's Degree in Business Administration: Major in Accounting: 3
Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 3
Master's Degree in Business Administration:3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following numbers of calls confirmed employment as stated on the CAR:

Bachelor's Degree in Business Administration: Major in Management: 2
Bachelor's Degree in Business Administration: Major in Marketing Management: 2
Bachelor's Degree in Business Administration: Major in Accounting: 2
Bachelor's Degree in Business Administration: Major in Healthcare Management:2
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 3
Master's Degree in Business Administration:3

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
Section 3-1-303(a)): The following 3 placements could not be verified, based on phone conversations with the following students:

(b)(6)

(b)(6)

(b)(6)

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☒ No ☐ Not Applicable

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
(Section 3-1-303(a)): Documentation on file could not be verify graduates classified on the CAR as "not available for placement." Ms.

(b)(6)

On page 2 of this document, there is an electronic signature from the student, dated for September 26, 2013.
There is an additional form titled, 'Employment Information', on this graduation form, there is a question checked by the student, "I am unable to work at this time due to the following reason: (check one)

The student has checked Continuing Education
Continuing School: University of North Texas at Dallas
Program: Business
Start Date: August 27, 2013.

Additionally in the Graduation Packet, there is a Career Services Graduate File Review Form, that states, "we are familiar with the regulatory agency's policies regarding employment status coding, documentation required to substantiate coding, as well as verification of employment." This document was signed by the VP, Student and Academic Services and the Manager of Career Services.

While the team was onsite, the Manager of Career Services, provided a wav file with a conversation with that was placed on February 7, 2014 from a Career Service Advisor to Ms. Tiffany Anderson, however, a telephone conversation with the student does not provide the type of written documentation needed to support the continuing education waiver.

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Faculty gradebooks online were reviewed that documented assessment of out-of-class work.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9.49 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?
☒ Yes ☐ No

9.50 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?

Dr. Omar Parks, program chair since November 2013, oversees the master's in Business Administration program. Dr. Parks holds a doctoral degree in Business Administration from Argosy University, a master's degree in Adult Education and Distance Learning from the University of Phoenix, and a bachelor's degree in Theatre and Dance from the University of Wyoming. He has 11 years combined experience in education as an administrator, dean, and instructor. Dr. Park's position is 100% administrative. His academic and professional experiences qualify him to chair the program.

9.51 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.52 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

9.53 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
☒ Yes ☐ No

9.54 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?
☒ Yes ☐ No

9.55 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required.?
☒ Yes ☐ No

9.56 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.57 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.58 Are the course prerequisites appropriate, and are they being followed?
☒ Yes ☐ No

9.59 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?
☒ Yes ☐ No

9.60 Does faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
☒ Yes ☐ No

9.61 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
☒ Yes ☐ No

If *Yes,* please describe how the campus encourages scholarly activity:
Graduate faculty are encouraged to engage in scholarly research including attending conferences to present proceedings and to publish findings and articles in academic journals verified by expectations listed in job descriptions, items on professional development plans and documentation of activities, vitae of current faculty, and discussions with administrators.

9. PROGRAM EVALUATION

Bachelor of Science in Interior Design

Associates in Computer Aided Design/Architectural Drafting

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Scott Dahl, is the Program Chair and is assigned to administer the academic duties associated with the Computer-Aided Design and Interior Design programs. He holds an associate's degree and bachelor's degree of Fine Arts in Industrial and Interior Design from Rochester Institute of Technology, a master's degree in Theatre History from The University of Albany and a master's degree of Fine Arts in Theatre from the University of Massachusetts. Mr. Dahl has been with Westwood College since 2006, he currently teaches two of the online courses. Prior to starting at Westwood College, Mr. Dahl worked at several firms that specialized in design and project management of theatres, commercial interiors, and exhibits.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend online. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Computer Aided Design/Architectural Drafting: (5)
Bachelor's degree program in Interior Design: (8)

How many calls to employers or graduates were successful?
Academic associate's degree program in Computer Aided Design/Architectural Drafting: (3)
Bachelor's degree program in Interior Design: (5)

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Academic associate's degree program in Computer Aided Design/Architectural Drafting: (3)
Bachelor's degree program in Interior Design: (5)

Additionally, 6 students in the CADD/Interior Design programs, as listed in question 3.05 have attestations on file that could not be verified.

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided homework assignments and while talking with students, they advised they participate and complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:
The Program Chair is very dedicated to the continual improvement of the program and has detailed plans to foster student growth through the use of industry resources, leveraging experienced faculty and online "best practices."

9. PROGRAM EVALUATION

Bachelor of Science in Visual Communications

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Kelly Goethals, is the Program Chair and is assigned to administer the academic duties associated with the Graphic Design programs, including the bachelor's degree in Visual Communications. Ms. Goethal holds an associate's degree in Fine Art from Univesity of West Florida, a bachelor's degree in Fine Arts from University of Central Florida, and a master's degree in Graphic Design from Savannah College of Art and Design. Ms. Goethals has been with Westwood College since 2004, she currently teaches two of the online courses. Prior to starting at Westwood College, Ms. Goethals was an adjunct instructor at Broward Community College and worked at a graphic design firm that specialized corporate advertising and photography.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend on-line. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor's degree program in Visual Communications: (13)

How many calls to employers or graduates were successful?
Bachelor's degree program in Visual Communications: (6)

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor's degree program in Visual Communications: (6)

Additionally, 4 students in the Visual Communications program, as listed in question 3.05 have attestations on file that could not be verified.

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was provided copies of student homework. During interviews with students, they acknowledge they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:
The Program Chair is very dedicated to supporting her students and faculty, her efforts to leverage new technology and find innovative ways to continually improve the program.

9. PROGRAM EVALUATION

Associate of Applied Science in Medical Insurance Coding and Billing

Associate of Applied Science in Medical Office Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Mary Aboutar is the healthcare program chair for both the associate of applied science in Medical Insurance Coding and Billing and the associate of applied science in Medical Office Management. She has been with Westwood College since December of 2009, orginally as the program chair for the Medical Assisting program and then in May 2011 as the program chair for the Medical Insurance Coding and Billing and Medical Office Management programs. Ms. Arboutar holds a bachelor's degree in Health Care Administration from St. Leo University. She is a Registered Medical Assistant (RMA) through the American Medical Technologists (AMT), current through April 2014. Ms. Aboutar also holds a certificate in Medical Claims and Billing from the US Career Institute obtained December 2004. She has worked on and off in the field as a RMA and Medical Biller and Coder since 2004.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The institution utilizes a Programmatic Advisory Committee (PAC) that combines the Medical Office Management and Medical Insurance Coding and Billing programs. The committee has met once on May 29, 2013 and has another one planned in the near future. There was documentation for a guest speaker on file. New webinars for the healthcare programs are being implemented February 18, 2014 and there is also documentation on the mypath.westwood.edu website under each syllabus' assignments tab for other community involvement projects that are class specific.

9.08 Is the utilization of community resources sufficient to enrich the program?

☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No

(g) Topical outline of the course

☒ Yes ☐ No

(h) Instructional methods

☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There was one call attempted for the Associate of Applied Science in Medical Office Management.
There are no graduates for attempted calls in the Associate of Applied Science in Medical Insurance Coding and Billing.

How many calls to employers or graduates were successful?
There was one successful call for the Associate of Applied Science in Medical Office Management.
There are not any graduates in the Associate of Applied Science in Medical Insurance Coding and Billing at this time.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Associate in Medical Office Management-0

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:
(Section 3-1-303(a)): Although there was one successful contact for graduate from the Medical Office Management program, the student was not placed in field as attested by the institution. Following the ACICS verification call script, the student states that she is a freelance home health aid that does not work for any agency but takes on patients through word of mouth, family, and friends. She also stated that she had been doing this for many years before obtaining her degree and resumed this position post graduation in September 2013. Her primary skills include companionship, cooking, light housekeeping, transportation to physician appointments, and help with activities of daily living (ADL's). The student stated that she does not feel that the training she received from Westwood's Medical Office Management degree has helped her prepare for this position. She previously obtained her bachelor of Healthcare Management from Westwood. Upon team review, there is not a match for job description, title, or skills utilized allowing for an in-field placement of the graduate. The Medical Office Management program specifically states in the catalogue, and through review of curriculum offered, that this degree is designed to manage medical office operations and to teach and train students the skills necessary to work with doctors and their patients in a medical office environment. Core curriculum classes include accounting, medical insurance and administrative procedures, principles of human resource mananagement, and advanced medical office management, to name a few. The core curriculum involves over 70% management related topics and does not relate the skill set to afford a placement as in-field in regards to a home health aid position.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Electronic gradebooks were reviewed randomly for the Medical Office Management and Medical Insurance Coding and Billing programs. The gradebooks reviewed included: Computer Applications (ITCS101), College Mathematics (MATH107), Success Strategies (PDVE111), Computer Software Applications in Healthcare (MICB151), Healthcare Billing and Reimbursement Systems (MICB240), Anatomy & Physiology I (BIOL170), and Introduction to Health Information Technology (HINT110). Student assignments, course objectives, completion times, and evaluation of progress for those objectives are being met and documented.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

COMMENDATIONS:
The team would like to commend the institution for a well evidenced online layout in design, structure, and implementation of curriculum within the healthcare programs. It is also to be commended that the institution has shown to have tried substantial and adequete career advisement for graduates although geographics may be a challenge.

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice

Academic Associate's Degree in Paralegal

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice with Westwood College Online. Dr. Giannoni holds a bachelor's degree and master's degree in Criminal/Social Justice from Lewis University in Romeoville, IL, and a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, IL.

Mrs. Jennifer Dartt is the interim program chair responsible for administering the Paralegal program. Mrs. Dartt holds a bachelor's degree in Journalism from the University of Texas, Austin, TX; a master's degree in Business Administration from Westwood College Online, Broomfield, CO; and a master's degree in Legal Studies from Texas State University in San Marcos, TX.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CJ381-Women and Criminal Justice, students were assigned the project of locating a female adolescent juvenile program, in their community, through a church or another criminal justice program. After conducting interviews with staff, students completed a reflection paper sharing their experiences and received peer review feedback through online threaded discussions.

The Paralegal program also utilizes community resources within its online courses through webinars, specific to course content, such as Fair Debt Collection Practices and Career Management in paralegal careers.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
If *No,* insert the section number in parentheses, list the courses, and explain:

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic associate's degree program in Criminal Justice: 5
Academic associate's degree in Paralegal: 9

How many calls to employers or graduates were successful?
The following number of calls, by program was successful:
Academic associate's degree program in Criminal Justice: 1
Academic associate's degree program in Paralegal: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following number of successful contacts confirmed the employment of the graduates in the following programs:
Successful contacts confirming employment for Criminal Justice: 1
Successful contacts confirming employment for Paralegal: 4

Additionally, 15 students in the Criminal Justice and Paralegal programs, as listed in question 3.05 have attestations on file that could not be verified.

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Documentation of evaluations in out-of-class work was viewed online for both the Criminal Justice and the Paralegal programs. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in PowerPoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9. PROGRAM EVALUATION

Bachelor's Degree in Criminal Justice : Major in Administration
Bachelor's Degree in Criminal Justice: Major in Corrections
Bachelor's Degree in Criminal Justice: Major in Investigations

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice. Dr. Giannoni holds a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, IL; a master's degree and a bachelor's degree in Criminal/Social Justice from Lewis University in Romeoville, IL.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CRJS211-Communication for the CJ Professional, students were assigned the project of contacting a bilingual law enforcement

professional, in their community and interview cultural benefits and career goals. Students completed a reflection paper, after interview staff, sharing their experiences and receiving peer review feedback through online threaded discussions.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were 18 calls made to the employers.

How many calls to employers or graduates were successful?
There were 10 successful calls

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were 8 successful calls.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:
(Section 3-1-303(a): The team was not able to verify the backup documentation to support the placement rate, in the field of study for the program as reported during phone verification of job placements.

(b)(6)

The school placed based on skills matched stating she is (was) a youth advocate and child, family, and school social workers; works with teens on probation in after school programs. Additionally, the school provided an employment verification form that was self verified by the student, that lists job duties as works with teens on probation in after school program. No other documentation was provided to confirm placement (infield/related).

(b)(6)

CRJS291 Criminal Justice Administration – This course examines the administration of the three components of the justice system. Topics include personnel roles and functions, issues and practices, rights of criminal justice employees, labor relations, and practices, rights of criminal justice employees, labor relations, financial administration, study and scope of justice administration, and administrative principles and practices. Upon successful completion of this course, students will be able to describe the concepts, terms, and realities of criminal justice administration.
Documentation from the website that was provided by the school includes information that JD Machine Tech have multiple armorers on staff and maintain constant contact with technical experts throughout the Military/Law Enforcement community and the firearms industry.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Documentation of evaluations in out-of-class work was viewed online for the Criminal Justice program. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in Powerpoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor of Science in Graphic Design: Animation

Bachelor of Science in Graphic Design: Game Art

Bachelor of Science in Graphic Design: Web Design

Bachelor of Science in Software Development: Game Software Development

Associate of Applied Science in Graphic Design: Animation

9.01 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Carey Richards is the program chair for the Game Art and Animation Department at Westwood College online. Mr. Richards holds a bachelor's degree in Art Studio from Colorado College in Colorado Springs, Colorado and a master's degree in 3D Animation/Digital Effects from Regis University in Denver, Colorado. Mr. Richards owns and works in Media Arts for CKR Productions from 1996 to the present.

Mr. Brian Leader is the program chair for the Game Software Department at Westwood College Online. Mr. Leader holds a bachelor's degree in Aerospace Engineering from Boston College in Boston, Mass. and a master's degree in Aeronautical Engineering from Rensselear Polytechnic Institute in Troy, New York. Mr. Leader, also, is the Chief Programmer for Ideas Live as a game and educational software development & manager from September 1997 to the present.

Dr. Claire Boger is the program chair for the Web Design Department at Westwood College Online. Dr. Boger holds a bachelor's degree in Visual Communications from the School of Visual Arts in New York, New York; a master's degree in Computer Art from the School of Visual Arts in New York, New York; and a Doctor of Philosophy in Education from Capella University in Minneapolis, Minnesota.

Ms. Kelley Goethals is the program chair for the Graphic Design and Visual Communications Department. Ms. Goerhals holds an academic associate's degree in Art from the University of West Florida in Pensacola, Florida; a bachelor's degree in Art from the University of Central Florida in Orlando, Florida; and a master's degree in Graphic Design from Savannah College of Art and Design in Savannah, Georgia.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The team confirmed the programs utilize their Program Activities Committee (PAC) to provide expertise in the specific areas of concentration. The programs, also, utilized guest speakers who login online with the students. These resources provide the students with insight from professionals, doing business in the field to ensure the students are learning the necessary skills to compete for jobs, in their respective areas, as well as, their respective locations.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Graphic Design: 6
Bachelor's degree program in Graphic Design-Animation: 3
Bachelor's degree program in Graphic Design-Game Art: 4
Bachelor's degree program in Graphic Design-Web Design: 4
Bachelor's degree program in Software Development-Game Software: 6

How many calls to employers or graduates were successful?
Academic associate's degree program in Graphic Design: 3
Bachelor's degree program in Graphic Design-Animation: 1
Bachelor's degree program in Graphic Design-Game Art: 2
Bachelor's degree program in Graphic Design-Web Design: 2
Bachelor's degree program in Software Development-Game Software: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Academic associate's degree program in Graphic Design:3
Bachelor's degree program in Graphic Design-Animation:1
Bachelor's degree program in Graphic Design-Game Art:2
Bachelor's degree program in Graphic Design-Web Design:2
Bachelor's degree program in Software Development-Game Software:3

Additionally, 18 students in the various Graphic Design programs, as listed in question 3.05 have attestations on file that could not be verified.

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The Team evaluated student's homework, which was appropriate for the subject matter and consistent with the requirement, as defined on the respective program's course syllabi.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The Team found the program was, generally, well- conceived, directed, and taught.
COMMENDATIONS:
This is a well- run campus with compatent, caring faculty, administration and staff, all dedicated to the single goal of student success.

9. PROGRAM EVALUATION

Associate of Applied Science - Information Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master's degree in Internet Information Systems from Robert Morris University, bachelor's degree in Information Systems Management from Robert Morris University, and an associate's degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associated with the field of study. Adobe Connect is also use to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in information technology (IT-Other) 7

How many calls to employers or graduates were successful?
Academic associate's degree program in information technology (IT-Other) 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful calls confirmed the employment of the graduate as reported on the 2012 – 2013 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was provided access to the online grade book and student homework assignments. During interviews with the students, they verified they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

9. PROGRAM EVALUATION

Bachelor Degree in Network Management
Bachelor Degree in Systems Security
Bachelor Degree in Computer Forensics
Occupational Associates in Information and Network Technologies

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master's degree in Internet Information Systems from Robert Morris University, bachelor's degree in Information Systems Management from Robert Morris University, and an associate's degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

The information technology - forensics program has a retention rate of 59%. The other bachelor programs that have students enrolled have met the retention rate standard.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associated with the field of study. Adobe Connect is also use to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor's degree program in Information Technology - Forensics, Network Management, and Systems Security: 10

How many calls to employers or graduates were successful?
Bachelor's degree program in Information Technology - Systems Security: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful calls confirmed the employment of the graduate as reported on the CAR.

Additionally, 23 students in the various Information Technology programs, as listed in question 3.05 have attestations on file that could not be verified.

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided homework assignments to review. During interviews with students and facutly, the team was advised of the homework assignments and requirements.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☐ Yes ☒ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.32 What is the current student/teacher ratio?
The current student/teacher ratio is 10:1 in the Occupational Associate's program in Information and Network Technologies.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

9.34 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.35 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.36 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.37 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

NONTRADITIONAL EDUCATION

- Distance Education
- Self-Paced Instruction
- Consortium Agreements

H.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications?
Mr. Lou Pagano, chief operating officer of Westwood College Online (WCO), administrates the distance education activities. Mr. Pagano holds a bachelor's degree in Electrical Engineering from SUNY at Buffalo and a master's degree in Engineering Management from National Technology University. He has held various executive level positions throughout the past 10 years at Westwood including campus president and regional vice president. His position is 100% administrative.

Mr. Pagano is supported by Dr. Aimee Callahan, academic dean, who oversees the online curriculum in collaboration with the academic affairs curriculum design team members, program chairs, students, faculty, and academic operations managers. Dr. Callahan has a doctoral degree in Adult Learning and Postsecondary Education; two master's degrees, one in Adult Learning and Postsecondary Education and one in Communication & Journalism; and a bachelor's degree in Theatre and Dance; all of her credentials are from the University Wyoming.

H.02 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

H.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?
☒ Yes ☐ No

H.04 Are the time and resources devoted to the administration of distance education sufficient?
☒ Yes ☐ No

H.05 Did the institution receive approval from ACICS prior to using distance education as a mode of delivery?
☒ Yes ☐ No

H.06 Does the institution have a plan to implement distance education instruction?
☒ Yes ☐ No

The WCO campus offers all of its programs exclusively online. Therefore, all academic and students services are provided through an asynchronous virtual environment with adequate on-ground facilities and telecommunications to support its operations.

The course/program content and delivery format is developed by its parent company, Alta Colleges, Inc., central administration curriculum team whose members include master's prepared personnel with over 40 years of combined experience in instructional design including 25 years in online development. The team collaborates with subject-matter experts from each content area. Ultimately, WCO administrators and faculty, review, give feedback, and make recommendations to ensure curricula are aligned with and meeting WCO students' expectations and fulfilling its campus mission. A memorandum documents this system.

H.07 If the institution has a plan, does it include the following:
(a) Rationale?
☒ Yes ☐ No
(b) Resources?
☒ Yes ☐ No
(c) Course/program objectives?
☒ Yes ☐ No
(d) Course content?

☒ Yes ☐ No

(e) Student assessment?

☒ Yes ☐ No

H.08 Does the institution integrate this plan into the Campus Effectiveness Plan?

☒ Yes ☐ No

H.09 Is the delivery method appropriate for students and the curriculum?

☒ Yes ☐ No

H.10 Are admission requirements for distance education courses/programs identified by the institution?

☐ Yes ☐ No ☒ Not Applicable (no additional admissions requirements)

As previously stated, WCO offers all of its programs exclusively online; therefore, there are no distinctions between its admissions requirements for online versus on campus programs.

H.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?

☒ Yes ☐ No ☐ Not Applicable (no admissions test required)

H.12 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program?

☒ Yes ☐ No ☐ Not Applicable

H.13 Does the institution make it clear in writing at the time of enrollment how the student's privacy will be protected in the identity verification process?

☒ Yes ☐ No

H.14 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?

☒ Yes ☐ No

If *Yes*, explain how and when this information is disclosed.

There are no additional charges or fees associated with the verification of student identity.

H.15 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?

☒ Yes ☐ No

H.16 Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities?

☒ Yes ☐ No

H.17 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes?

☒ Yes ☐ No

H.18 Describe how the courses provide opportunities for interaction between faculty and students.

The following strategies are used to facilitate online faculty and student interaction: an "Announcements" feature for all courses that provides directives through instructor postings; a threaded discussion forum in which students are required to post statements and peer responses for which they receive instructor feedback; and an assignment feature with a grade book link that provides a dialogue between an instructor and individual student. In addition, students are encouraged to contact their instructors by email or telephone if an individual or personal response is needed; the instructor's contact information is accessible through the course's home page. Access to and observation of scheduled online courses and 98% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?

☒ Yes ☐ No

H.19 Describe how the courses provide opportunities for interaction among students.
Students interact with peers through threaded discussion forums that require direct responses to peers' postings; group project assignments that require dialogue among group members using email, telecommunications, or scheduled face-to-face meetings if/as appropriate; and an email utility feature in each course that provides the ability to send group or individuals emails to peers. Access to and observation of scheduled online courses and 97% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
☒ Yes ☐ No

H.20 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?
☒ Yes ☐ No

H.21 Is the curriculum administered in a way that maintains security of access?
☒ Yes ☐ No

H.22 Describe the student identity verification method used by the campus.
Students are assigned access to MyPath through the SMART student information system. When applicants are accepted and become WCO students they are assigned their own login information which allows them access to MyPath and their WCO email. This login verifies the student is "the student who enrolled at the campus." Page 71 of the 2014 Academic Catalog Westwood College-Online, Volume 6, NO. 1 explicitly outlines the "Prohibited Use of Information Technology Resources" for students; students are prompted to review this outline during the online orientation.

Is this method adequate?
☒ Yes ☐ No

H.23 Does the institution employ academically and experientially credentialed faculty to teach online courses?
☒ Yes ☐ No

H.24 Describe the institutions learning management system.
The Blackboard learning management system is utilized to deliver WCO online courses. The campus refers to Blackboard as MyPath. MyPath is an institutional shell with a home page that enables students, faculty, and staff to connect to Blackboard, the library, tutoring services, student resources, career services and other information and support through a single log in.

H.25 Are the faculty properly trained to utilize the institutions learning management system for purposes of instruction, communication, and assessment?
☒ Yes ☐ No

H.26 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?
☒ Yes ☐ No

H.27 Does the institution demonstrate appropriate faculty student ratios to support:

(a) Faculty and student interaction?
☒ Yes ☐ No
(b) Facilitation of interaction among students?
☒ Yes ☐ No
(c) Facilitation of interaction with curriculum content?
☒ Yes ☐ No

H.28 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

H.29 Does the institution have adequate financial resources to support the courses/program(s)?
☒ Yes ☐ No

H.30 Does the institution demonstrate that students taking online courses have access to the same or e equivalent library resources and support as on ground students?
☒ Yes ☐ No

H.31 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?
Students are required to complete an online orientation prior to beginning coursework. The orientation is provided in a self-paced, online format accessible through MyPath. Students participate in activities which familiarize them with learning platform navigation, technical support access, student resource information and access, and student success lessons. The virtual workshop requires students to complete quizzes and graded assignments throughout the process. In response to a questionnaire given by the team while on-site, 92% of the student respondents confirmed they had participated in the orientation. A majority of students confirmed it helped them to navigate the system.

Is this orientation adequate?
☒ Yes ☐ No

H.32 Does the institution provide support services for online students which are the same or equivalent to those provided for on ground students in the follow areas:
(a) Counseling?
☒ Yes ☐ No
(b) Academic advising?
☒ Yes ☐ No
(c) Financial aid?
☒ Yes ☐ No ☐ Not Applicable (Institution does not participate in financial aid)
(d) Employment assistance?
☒ Yes ☐ No ☐ Not Applicable (Institution enrolls only international students on a student visa)

H.33 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?
☐ Yes ☐ No ☒ N/A

The WCO campus does not offer on-ground courses; therefore, there is no basis for or validity of comparison.

H.34 Does assessment and assignments demonstrate student achievement of course learning objectives?
☒ Yes ☐ No

H.35 Does the institution document that it conducts the following:
(a) Course/program evaluations (including assessments of educational outcomes)?
☒ Yes ☐ No
(b) Student retention and placement?
☒ Yes ☐ No
(c) Student satisfaction?
☒ Yes ☐ No
(d) Faculty satisfaction?
☒ Yes ☐ No
(e) Employer satisfaction?
☒ Yes ☐ No

H.36 Does the institution fully disclose what forms of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material?
☒ Yes ☐ No

GENERAL COMMENTS:

To obtain a robust sample of student and faculty perspectives who are engaged in an exclusively online, off-site environment, WCO students and faculty were invited via email to participate in an anonymous survey through SurveyMonkey®. Within a 24-hour period while the team was on-site, nearly 500 students and over 100 faculty members responded. Student responses to queries about orientation, reviewing syllabi and objectives, interactions with faculty and peers, and access to student services, resulted in a 97% positive response rating. Faculty member responses to queries about interactions with students, teaching approaches, administrative support, and use of community resources, resulted in a 98% positive response rating. Questions were objective with "yes/no" responses, and space was provided for brief comments. The data collected was deleted immediately following a review of the analyses generated by the site and the comments. The reliability of the surveys is comparable to on-site classroom visits, faculty meetings, and individual interviews. The validity of the responses is no greater than providing a sample of student and faculty perspectives about their WCO experiences.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1	**(3-1-303(a))**	The school does not keep adequate records as it relates to accreditation and licensure, or the CAR especially regarding placement, attestation, and waiver verification. (Pages 9, 29, 42, and 50).
2	**(3-1-303(e))**	The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog. (Page 9).
3	**(3-1-701 and Appendix C)**	The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript. The grading system that starts on page 49 of the catalog gives explanations of the following designations that are not listed on the transcript to include proficiency (PR), transfer (TR), pass (P)/ no pass (N), incomplete (I), withdraw (W), and repeated course (R). Additionally, on page 153 of the catalog, other grades listed are audit (AU) and equivalent (EQ), although neither are explained in the catalog. On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been stated. There are statements on the transcript that attempt to explain repeated courses and withdraw and transfer, but the statements do not match the catalog. (Page 20).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration *(These recommendations are not included in the report seen by the Council)*:

It is the recommendation of the team, that multiple addenda be combined into one document with appropriate date headings for changes, to avoid accidental exclusion of separate sections.

The campus should renew its lapsed subscription to the EBSCO Master Search database to enhance student research resources in the undergraduate and graduate business programs.

Faculty suggested an interview process for students coming into the Computer Aided Design/Architectural Drafting program. This approach does not need to be stringent, such as a portfolio requirement but more of a casual conversation an inquiry into the individual's ideas on the industry and what is involved.

From:	Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>
Sent:	10/15/2012 2:59:11 AM -0400
To:	Lindsey Withem <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/D26d82edd1994ae09e72ea230f19b02e-lwithem>
Subject:	FW: ITT Austin, TX (Oct. 9-10, 2012)
Attachments:	ITT-Austin New Grant Report.doc

Lindsey,

Just making sure you got this...

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, D.C. 20002

Tel: (202) 336-6795

Fax: (202) 842-2593

From: Judee Timm [mailto(b)(6) @mpc.edu]
Sent: Saturday, October 13, 2012 8:05 PM
To: Visit Reports
Subject: ITT Austin, TX (Oct. 9-10, 2012)

As per your request. Judee Timm

NEW GRANT

ITT TECHNICAL INSTITUTE

6630 Highway 290 East, Suite 150

Austin, TX 78723

ACICS ID Code: 00016037

Mr. W. Douglas Howard, Director ((b)(6)@itt-tech.edu)

MAIN

ITT TECHNICAL INSTITUTE

Indianapolis, IN 46268

ACICS ID Code: 00016040

October 9-10, 2012

Dr. Judee Timm	Chair	Monterey Peninsula College	Monterey, CA
Mr. Rafael Ramirez-Rivera	Student-Relations	Inter-American University of Puerto Rico	Gurabo, PR
Ms. Kathleen Embry	Educational Activities	International Academy of Merchandising and Design, Ltd.	Chicago, IL
Ms. Beverly Allen Harchick	Paralegal	Sole Practitioner-Attorney At Law	Pittsburgh, PA
Mr. Frank L. Torbert, Jr.	Project Management and Business	FLT Trading, Inc.	Imperial, PA
Mr. Juan Carlos Peralta	Electrical Engineering		Doral, FL
Mr. Michael Bleacher	IT Network and Security	Westwood College	Westminster, CO
Ms. Beth Huffman	Drafting and Design	Westwood College	Downers Grove, IL
Ms. Lindsey Withem	Coordinator	ACICS	Washington, DC

PROGRAMS OFFERED BY

ITT Technical Institute

Austin, TX

CREDENTIAL EARNED (Certificate, Diploma, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	CLOCK HRS.	QTR. HRS.	ENROLL: FT (full-time) / PT (part-time)	AIR RETENTION & PLACEMENT			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Associates of Applied Science	Business Accounting Technology	1260.00	96	0/1	**55.56**	75	**56.1%**	81.82%
Associates of Applied Science	Computer Drafting and Design	1356	96	21/5	65.23	80.77	72.29	73.21
Associates of Applied Science	Computer & Electronics Engineering Technology	1344	96	14/8	63.38	82.61	72.73	72.22
Associates of Applied Science	IT - Computer Network Systems	1344	96	40/12	75.64	70	80.65	67.31
Associates of Applied Science	IT Multi-Media	1344	96	0/0	0	**0**	**50**	66.67
Associates of Applied Science	Visual Communication	1344	96	0/3	**51.85**	**0**	80.77	0
Associates of Applied Science	Paralegal Studies	1236	96	3/2	**53.01**	0.00	76.56	0
Associates of Applied Science	Software Development Technology	1344	96	0/0	85.71	0.00	72.73	0.00
Bachelor of Science	Construction Management	2508	180	0/0	100	80	91.3	0
Bachelor of Science	Electronics & Communications Engineering Technology	2520	180	0/1	80.65	100	77.78	0.00
Bachelor of Science	Information Systems Security	2508	180	5/3	85.45	93.33	83.78	0.00
Bachelor of Science	Project Management	2448	180	8/1	73.81	0.00	100	0.00
Associates of Applied Science	Business Management*	1163	90	24/4	92.31	0.00	N/A	N/A
Associates of Applied Science	Drafting & Design Technology*	1267	90	46/7	0.00	0.00	N/A	N/A
Associates of Applied Science	Electrical Engineering Technology*	1267	90	64/7	0.00	0.00	N/A	N/A
Associates of Applied Science	Graphic Communications & Design*	1267	90	0/0	0.00	0.00	N/A	N/A
Associates of Applied Science	Network Systems Administration*	1267	90	121/23	0.00	0.00	N/A	N/A

Associates of Applied Science	Paralegal*	1176	90	17/3	88.89	0.00	N/A	N/A
Associates of Applied Science	Mobile Communications Technology*	1267	90	0/0	0.00	0.00	N/A	N/A
Bachelor of Science	Business Management*	2274	180	0/0	0.00	0.00	N/A	N/A
Bachelor of Science	Electrical Engineering & Communication Technology*	2547	180	24/0	0.00	0.00	N/A	N/A
Bachelor of Science	Information Systems & Cybersecurity*	2594	180	27/2	0.00	0.00	N/A	N/A
Bachelor of Science	Project Management & Administration – Administration option*	2326	180	11/4	0.00	0.00	N/A	N/A
Bachelor of Science	Project Management & Administration – Information Technology option*	2456	180	0/0	0.00	0.00	N/A	N/A
Bachelor of Science	Project Management & Administration – Construction option*	2443	180	6/2	0.00	0.00	N/A	N/A
	TOTAL ENROLLMENT			433/88				

* Programs reviewed for the first time.

** The following programs do not have current enrollments:

- Associate of Applied Science, IT Multi-Media – Has been taught out.
- Associate of Applied Science, Software Development Technology – Has been taught out.
- Bachelor of Science, Construction Management – Has been taught out.
- Associate of Applied Science, Graphic Communications & Design – Has not been offered yet due to low demand.
- Associate of Applied Science, Mobile Communications – Has not been taught but will be offered in the future if demand warrants it.
- Bachelor of Science, Business Management – Has not been offered yet but will be offered in the future.
- Bachelor of Science, Project Management & Administration – Information Technology option – Started program in September 2012.

Note: Explanation of credentials earned: The ITT Associate of Applied Science degree is equivalent to the ACICS Academic Associate; a Bachelor of Science is equivalent to the ACICS Bachelor's degree.

INTRODUCTION

ITT Technical Institute - Austin campus is one in a network of 125 ITT Technical Institute co-educational, nondenominational, private, postsecondary educational institutions operated by ITT/ESI. It hosts a large, modern facility that has recently undergone renovations that have included WiFi access throughout the campus, new electronics, and upgraded offices and classrooms. The campus serves the Austin, Texas, metropolitan area which is experiencing a resurgence of employment opportunities in the private sector but severe cutbacks to public education. The public education cutbacks have given the campus an opportunity to access a qualified pool of instructors for their programs. The high employment rates have forced the campus to modify course scheduling to offer a primarily robust evening program for their student population since most students now work during the daytime hours. Currently, 85% of all courses offered are scheduled in the evening.

It was noted that this campus has experienced a reduction in census in recent years due to the opening of two new campuses nearby. The new Waco, Texas, campus has resulted in the loss of the Kileen, Texas, market which has a large military population. Another ITT campus has been opened east San Antonio, Texas, which has taken the San Marcos, Texas, population from the Austin campus. The campus currently serves 433 full time and 88 part time students and offers more that 20 academic associate's and bachelor's degree programs in a variety of technical fields.

REPORT QUESTIONS

1. MISSION

1.01 Response submitted by Academic Administrative Center

1.02 Response submitted by Academic Administrative Center

1.03 Response submitted by Academic Administrative Center

1.04 Response submitted by Academic Administrative Center

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?

☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?

☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?

☒ Yes ☐ No

1.08 Does the campus have its own CEP, separate from the institution's IEP?

☒ Yes ☐ No

1.09 Does the CEP describe the following?

The characteristics of the programs offered.

☒ Yes ☐ No

The characteristics of the student population.

☒ Yes ☐ No

The types of data that will be used for assessment.

☒ Yes ☐ No

Specific goals to improve the educational processes.

☒ Yes ☐ No

Expected outcomes of the plans.

☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?

Student retention.

☒Yes ☐ No

Student placement.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Level of graduate satisfaction.

☒ Yes ☐ No ☐ Not Applicable (new branch only)

Level of employer satisfaction.

☒ Yes ☐ No ☐ Not Applicable (new branch only)

Student learning outcomes.

☒ Yes ☐ No

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.

Student learning outcomes focus on the acquisition of technical skills, soft skills, and knowledge that the student must have obtained to progress to the next course level in a program, as well as, those competencies needed to prepare for gainful employment within the program of study. Outcomes are assessed by completion rates, placement rates, employer and graduate surveys, student grade point averages, and successful completions of program capstone experiences.

1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

☒ Yes ☐ No ☐ Not Applicable

The data used by the campus to assess each outcome.

☒ Yes ☐ No ☐ Not Applicable

How the data was collected.

☒ Yes ☐ No ☐ Not Applicable

An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

☒ Yes ☐ No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

☒ Yes ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.

A variety of activities have been addressed within each academic program area to reach stated placement and retention goals which include: identifying at-risk students, contacting each student after each absence, directing students to support services such as tutoring that will enable successful completions, reviewing course surveys to make sure courses are relevant and faculty are successful, continuing a robust advisory committee, creating career game plans for recent graduates, steering capstone students to career services to insure access to recent job opportunities, and networking with potential employers through professional and community organizations.

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

☒ Yes ☐ No

(b) That specific activities listed in the plan have been completed.

☒ Yes ☐ No

(c) That periodic progress reports have been completed.

☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The director, Mr. Douglas Howard, is responsible for implementing and monitoring the CEP. He holds a bachelor's degree in Business Management from Wayland Baptist University. Mr. Howard joined ITT Technical Institute in 1995 as the director of recruiting for the San Antonio, Texas, campus where he worked for nine years. In 2004, he was promoted to campus director, and served in that capacity at the Richmond and Springfield, Virginia, campuses for three years prior to becoming the director of the Austin campus in September of 2007. Mr. Howard brings 16 years of experience in leadership, human and financial management, business and marketing, operations and compliance leadership in the secondary for-profit educational sector. He has over 30 years of service with the U.S. Air Force where he was honorably discharged with the highest rank awarded to a non-commissioned officer.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

☒ Yes ☐ No

2. ORGANIZATION

2.01 (a) Response submitted by Academic Administrative Center

2.01 (b) Response submitted by Academic Administrative Center

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(c) Names of the administrators.

☒ Yes ☐ No

2.02 Does the campus:

(a) Adequately train its employees?

☒ Yes ☐ No

(b) Provide them with constant and proper supervision?

☒ Yes ☐ No

(c) Evaluate their work?

☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?

☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

☒ Yes ☐ No

(b) Know the person to whom they report?

☒ Yes ☐ No

(c) Understand the standards by which the success of their work is measured?

☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Response submitted by Academic Administrative Center

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?

☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?

Mr. Douglas Howard is the on-site administrator for the ITT Technical Institute, Austin, campus. As previously noted, he holds a bachelor's degree in Business Management from Wayland Baptist University. Mr. Howard joined ITT Technical Institute in 1995 as the director of recruiting for the San Antonio, Texas, campus where he worked for nine years. In 2004, he was promoted to campus director, and served in that capacity at the Richmond and Springfield, Virginia, campuses for three years prior to becoming the director of the Austin campus in September of 2007. Mr. Howard brings 16 years of experience in leadership, human and financial management, business and marketing, operations and compliance leadership in the secondary for-profit educational sector, and he has over 30 years of service with the U.S. Air Force where he was honorably discharged with the highest rank awarded to a non-commissioned officer.

3.04 Does the campus list degrees of staff members in the catalog?

☒ Yes ☐ No

If Yes, is appropriate evidence of the degrees on file?

☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Response submitted by Academic Administrative Center

(b) Admissions.

☒ Yes ☐ No

(c) Response submitted by Academic Administrative Center

(d) Response submitted by Academic Administrative Center

(e) Guidance.

☒ Yes ☐ No

(f) Instructional resources.

☒ Yes ☐ No

(g) Supplies and equipment.

☒ Yes ☐ No

(h) The school plant.

☒ Yes ☐ No

(i) Faculty and staff.

☒ Yes ☐ No

(j) Student activities.

☒ Yes ☐ No

(k) Student personnel.

☒ Yes ☐ No

3.06 Response submitted by Academic Administrative Center

3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students?

Not Applicable. The campus does not accept ability-to-benefit students.

3.11 Do student files contain evidence of graduation from high school or the equivalent?

☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?

☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus

catalog?

☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?

☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed 26 student files during the evaluation. Among the students files reviewed were the academic, satisfactory academic progress, financial aid, refund policy, and the student ledger documentation.

4.02 How does the institution ensure that its student relations reflect high ethical standards?

ITT policies and procedures are explicitly stated in several documents available to students, administrators and the general public. Students and administrators interviewed expressed their satisfaction with the level of clarity of the institutional regulations and how they are implemented. All student files reviewed evidence compliance with the institutional, state and federal regulations.

4.03 Does the campus have appropriate admissions criteria?

☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

☒ Yes ☐ No

4.06 Reviewed at AAC

4.07 Is the admissions policy publicly stated?

☒ Yes ☐ No

4.08 Is the admissions policy administered as written?

☒ Yes ☐ No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Ms. Vanessa Hoenninger is the director of recruitment at the campus. She holds a bachelor's degree in Psychology from the University of the Incarnate Word in San Antonio, Texas and a master's degree in Education from Texas State University in San Marcos, Texas. Ms. Hoenninger has been with the institution since January 2012. She was promoted to this managerial role on August 27, 2012. Prior to joining the institution she worked as a bilingual teacher and as a restaurant manager.

4.10 Describe the process for the recruitment of new students.

The central administration of ITT is responsible for implementing the marketing strategies for all the campuses of the system. Among the methods utilized to impact prospective students are the following: internet, television and radio advertising, direct mail, representative-generated personally developed leads, and referrals. At the campus level, the recruitment of new students is basically concentrated in telephone communications and person-to-person orientations on-site. In addition, the campus has a community relations specialist who develops relationships with high school administrators, faculty and other key influencers within the community to raise the awareness of the programs of study offered at this campus. Ms. Erin Martines also make presentations at local high schools, job fairs, and other related events.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?

☒ Yes ☐ No

4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

☒ Yes ☐ No

(b) Services.

☒ Yes ☐ No

(c) Tuition.

☒ Yes ☐ No

(d) Terms.

☒ Yes ☐ No

(e) Operating policies.

☒ Yes ☐ No

4.12 Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

☐ Yes ☒ No

4.13 Does the state in which the campus operates require representatives to be licensed or registered?

☒ Yes ☐ No

If Yes, is evidence of licensure or registration on file?

☒ Yes ☐ No

If No, (evidence of licensure or registration is not on file), insert the section number in parentheses, list student names, and explain:

The campus provided evidence of appropriately completing the renewal application for the certification of all admission representatives at the Austin site. The Texas Workforce Commission has not issued the current certification document for the 21 representatives of the Austin Campus.

4.14 Are the titles of recruitment and enrollment personnel appropriate?

☒ Yes ☐ No

4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

☒ Yes ☐ No

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

☒ Yes ☐ No

4.17 Reviewed at AAC

4.18 Is there evidence that the campus properly awards transfer of credit?

☒ Yes ☐ No ☐ Not Applicable

4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?

☒ Yes ☐ No

4.21 Is the standards of satisfactory academic progress policy published in the catalog?

☒ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published on pages 59-65 of the 2012-2013 catalog, volume 53.

4.22 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.

☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

☒ Yes ☐ No

Incomplete grades.

☒ Yes ☐ No

Repeated courses.

☒ Yes ☐ No

Non-punitive grades.

☒ Yes ☐ No ☐ Not Applicable (institution does not offer)

Non-credit or remedial courses.

☒ Yes ☐ No ☐ Not Applicable (institution does not offer)

A probationary period.

☒ Yes ☐ No

An appeal process.

☒ Yes ☐ No

An extended-enrollment status.

☐ Yes ☐ No ☒ Not Applicable (institution does not offer)

The effect when a student changes programs.

☒ Yes ☐ No ☐ Not Applicable (institution only offers one program of study

The effect when a student seeks to earn an additional credential.

☐ Yes ☐ No ☒ Not Applicable (institution only offers one credential)

The implications of transfer credit.

☒ Yes ☐ No

4.23 Does the campus apply its SAP standards consistently to all students?

☒ Yes ☐ No

4.24 Are students who are not making satisfactory academic progress properly notified?

☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.25 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?

☒ Yes ☐ No

4.26 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.27 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

☒ Yes ☐ No

4.29 Are students allowed to remain on financial aid during the probationary period?

☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

If Yes, is the student informed of this policy?

☒ Yes ☐ No

4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?

☒ Yes ☐ No

4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?

☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)

4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment)

4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

☒ Yes ☐ No

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Mr. John Janisch is the dean of academic affairs of the campus. He holds a bachelor's degree in Business Administration from Winoma State University in Winoma, Minnesota and a master's degree in Public Administration from Troy State University in Troy, Alabama. Mr. Janisch has been with the institution since 2004 were he was the chair of the School of Electronics and a faculty member at the Minnesota campus; on January 16, 2012 he was appointed to the current position in Austin, Texas. Prior to joining the institution he worked for 30 years with the Navy of the United States.

4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

☒ Yes ☐ No

4.37 Reviewed at the institution level.

4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?

☒ Yes ☐ No ☐ Not Applicable (institution offers loans only)

If No for any applicable item, insert the section number in parentheses and explain:

The campus offers three scholarships which are published on pages 95-96 and in an addendum of the 2012-2013 catalog, Volume 53. The scholarship identified in the addendum, Second Change Incentive, was not mentioned in the self-study report provided to the team.

4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

☒ Yes ☐ No

4.40 Do the financial records of students clearly show the following?

(a) Charges.

☒ Yes ☐ No

(b) Dates for the posting of tuition.

☒ Yes ☐ No

(c)Fees.

☒ Yes ☐ No

(d) Other charges.

☒ Yes ☐ No

(e) Payments.

☒ Yes ☐ No

(f) Dates of payment.

☒ Yes ☐ No

(g) The balance after each transaction.

☒ Yes ☐ No

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?

☒ Yes ☐ No

If yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?

☒ Yes ☐ No ☐ Not Applicable

4.42 Is the effective date listed on announcements of changes in tuition and fees?

☒ Yes ☐ No ☐ Not Applicable (institution has not changed tuition or fees)

4.43 Is the institution's refund policy published in the campus catalog?

☒ Yes ☐ No

4.44 Is the refund policy fair, equitable, and applicable to all students?

☒ Yes ☐ No

4.45 Is the campus following its stated refund policy?

☒ Yes ☐ No

4.46 Does the campus offer financial aid?

☒ Yes ☐ No (Skip to Question 4.53.)

4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Mr. Christopher Shannon McCool is the director of financial aid of the campus. He holds a bachelor's degree in Preaching and Evangelism from Central Bible College in Springfield, Missouri. Mr. McCool has been with the institution since April 2006 as a financial aid coordinator and in July 2010 he was promoted to the current managerial position. Prior to joining the campus he worked with several financial services organizations in different professional roles.

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?

☒ Yes ☐ No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?

☒ Yes ☐ No

4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

☒ Yes ☐ No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Mr. McCool is a member of the Texas Association of Financial Aid Administrators (TAFAA). The campus provided evidence of the workshops that Mr. McCool has participated as well as the approval of all ITT mandatory e-courses taken during the period of 2009-2012. He also reads the regulations of financial aid provided by several official sources, such as: Student Financial Aid Handbook available online.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

☒ Yes ☐ No

4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?

☐ Yes ☒ No (Skip to Question 4.54.)

4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The campus offers student orientation sessions for all new entries approximately three weeks prior to the start of classes. Representatives of all academic and administrative services participate actively and provide information to the students. Tutoring services are provided to those students that request it. The campus does not currently employ a professional counselor; counseling is referred to outside professional services. The campus director, program chairs, and faculty members assist their student as requested in terms of academic guidance.

4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

☒ Yes ☐ No ☐ Not Applicable

4. 56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

4.57 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Amber Travis Ballinas is the director of career services of the campus. She holds a bachelor's degree in Business Management from The University of Texas, in Austin, Texas, and a master's degree in International Business from the University of Saint Thomas in Houston, Texas. Ms. Travis Ballinas began as an adjunct faculty member at this campus in April 2009 and then was promoted to serve as the chair of the School of Business in March 2010. She has been in her current managerial position since September 2012. Prior to joining the campus she worked in sales, management and employment recruitment with ADECCO.

4.58 Does the institution offer employment assistance to all students?

☒ Yes ☐ No ☐ Not Applicable (institution enrolls only international students on a student visa)

4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?

☐ Yes ☒ No

4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?

☒ Yes ☐ No

4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

☒ Yes ☐ No ☐ Not Applicable

4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?

☒ Yes ☐ No

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

Student financial aid files reviewed evidenced that students are counseled prior to taking a loan and after completion of the program of study. Among the documents that students sign are the Federal Student Loan Entrance and Exit Counseling and the Federal Stafford Loan Test forms. Students agree to repay loans, notify the lender of changes regarding personal information, and read and understand the Master Promissory Note and information regarding the lender of guarantee.

4.64 Describe the extracurricular activities of the institution (if applicable).

The campus provided evidence that the following extracurricular activities are organized and offered to the student population: constitutional day, editable book festival, voter's registration, and student appreciation week and cookout. In addition, nine students are members of the National Technical Honor Society, the leading organization in the United States that recognizes outstanding student achievement in career and technical education.

GENERAL COMMENTS:

The team interviewed more than 100 students from the day and evening sessions. Students expressed their satisfaction with the academic and administrative services provided by the campus.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Mr. John Janisch, dean of academic affairs, is assigned to oversee the educational activities at the campus. Mr. Janisch holds a bachelor's degree in Business Administration from Winona State College and a master's degree in Public Administration from Troy State University. He has been employed with ITT Technical Institute since November 2004 holding positions as an adjunct faculty member and School of Electronics Technology Chair before being appointed dean of academic affairs in January 2012.

5.03 Does this person have appropriate academic or experiential qualifications?

☒ Yes ☐ No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The institution allows for sufficient authority and oversight of the programs through specified processes in such areas as curriculum review and student success and advising, which also involves school chairs, faculty, and campus staff. Currently, the dean spends 42.5% of his time on administration, 37.5% on advising/counseling, and 20% on meetings.

5.05 Is the time devoted to the administration of the educational programs sufficient?

☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

☒ Yes ☐ No

5.07 Reviewed at AAC

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

☒ Yes ☐ No

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?

☐ Yes ☒ No (Skip to question 5.10)

5.10 Are the educational programs consistent with the campus mission and the needs of its students?

☒ Yes ☐ No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

☒ Yes ☐ No

5.12 What provisions are made for individual differences among students?

The institution provides tutoring for students through the learning resource center (LRC). Tutoring is available on a variety of subjects and available at various hours on an appointment basis. The tutoring schedule for each term is posted in the LRC.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.

The system in place to evaluate, revise, and make changes to the curriculum occurs through curriculum committees, advisory committees, a formal procedure, through faculty in-service breakout sessions, and through informal communication. Faculty may be chosen to serve on a National Curriculum Committee. Program advisory committee (PAC) meetings are held for the review and discussion of curriculum adjustments and changes. Faculty submission of curricula changes can be made either through a formal procedure to the central administration, an informal recommendation through the school chair, and/or through open discussions at quarterly faculty breakout sessions.

5.14 Does the faculty participate in this process?

☒ Yes ☐ No

5.15 Reviewed at AAC

5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

☒ Yes ☐ No ☐ NA (institution does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

☒ Yes ☐ No

If No (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:

In one case of the five files reviewed, Mr. Daniel Goodman was awarded credit (CR) for achieving proficiency on the GE184T Problem Solving proficiency exam. However, this exam could not be located on the faculty portal. Exams for the remaining four cases were located.

5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

☒ Yes ☐ No

5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)

Facilities

☒ Yes ☐ No

Instructional equipment

☒ Yes ☐ No

Resources

☒ Yes ☐ No

Personnel

☒ Yes ☐ No

5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

☒ Yes ☐ No

5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

☒ Yes ☐ No

5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

☐ Yes ☒ No

If No, insert the section number in parentheses and explain:

(Section 3-1-531(d): There is no evidence that the campus complies with applicable copyright laws in the use of instructional materials. The team could not confirm compliance with application licensing laws in relation to the following software packages: PellesC C Compiler and Omni Peek. According to the current campus software listing, Autodesk AutoCad 2012 and 3D Studio Max 2012 are imaged in the classrooms, yet a listing of software keys identify Autodesk AutoCad 2008 and 2010 and 3D Studio Max 2008 and 2010.

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

☒ Yes ☐ No

If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

☐ Yes ☒ No ☐ Not Applicable (no faculty members hold foreign credentials)

If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

(Section 3-1-541): Transcripts from foreign institutions have not been evaluated for the following faculty members: Arijit Chandra, BSEE in Electrical Engineering, India Institute of Technology, Kharagpur, India; Khaled Kamel, Master of Mathematics, Waterloo University, Waterloo, Onatrio; Eugene Nikolaevski, MS Mathematics, Statistics, Physics, Rostov State University, Moscow, Russia; Divya Tuteja, bachelor's degree, Guru Gobind Singh Indraprastha University, Delhi.

NOTE: An evaluation request was submitted for Khaled Kamel on October 10, 2012 after a request was made by the visiting team.

5.24 Is there documented evidence of a systematic program of in-service training at the campus?

☒ Yes ☐ No

If Yes, how is this documented?

Evidence of quarterly in-service training is documented via agenda and sign-in sheets.

5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

☐ Yes ☒ No

If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

(Section 3-1-543): Faculty development plans have been developed for all faculty members, yet implementation and documentation are not on file to support activities completed on the plans. The following faculty members have identified activities that were not documented: Mr. Daniel Crisp, membership in the American Civil Liberties Union (April 30, 2012), attendance at the Geek Speak conference (August 30, 2012) and readings from The Atlantic (February 15, 2012). Ms. Regina Franklin - membership in AMS (September 30, 2012), readings from the White Paper Review IMA (July 1, 2012), and attendance at the Math Colloquium at UT (February 18, 2012). Mr. Nicholas Harris and Ms. Khaled Kamel - memberships in Instituted of Electrical and Electronic Engineers (IEEE).

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

☒ Yes ☐ No

5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

☒ Yes ☐ No

5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?

☒ Yes ☐ No

5.31 Reviewed at AAC

5.32 Reviewed at AAC

5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

5.34 Reviewed at AAC

5.35 Reviewed at AAC

5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

GENERAL COMMENTS:

Faculty members seem to understand the process for curriculum evaluation and know the process they need to take to submit recommendations. Faculty do not understand what faculty governance means; yet, according to the description in the faculty handbook, they are included as part of the process. Overall, faculty members appeared pleased with the campus-level administration feeling that the director, dean, school chairs all have their best interest and the best interest of the students in mind. One instructor, Mr. Arijit Chandra, did not have evidence that a faculty handbook was received.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The institution is located approximately three miles from downtown Austin, Texas, and consists of 38,300 square feet. The facility contains eight laboratories, thirteen theory rooms, a student lounge/internet cafe, LRC, faculty work area, employee break room, and administrative offices The campus is easy to navigate and laid our with a logical flow. Academic staff offices are located down the main hallway, allowing for easy accessibility by students. The parking lot is situated close to the building entrance and appears large enough to accommodate students parking needs.

6.02 Does the campus utilize any additional space locations?

☐ Yes ☒ No

6.03 Does the campus utilize learning sites?

☐ Yes ☒ No

6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?

☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?

(a) Equipment.

☒ Yes ☐ No

(b) Instructional tools.

☒ Yes ☐ No

(c) Machinery.

☒ Yes ☐ No

6.06 Is there evidence on file to show that all institutional facilities are in compliance with fire, safety, and sanitation regulations?

☒ Yes ☐ No ☐ Not Applicable

GENERAL COMMENTS:

The institution underwent a remodel from fall 2010 through spring 2011 resulting in an update LRC space, a new student lounge/internet cafe, and projectors in all theory rooms and laboratories.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

A catalog dated 2012-2013 Volume 53 with a publication date of September 26, 2012 was used during the evaluation visit.

7.02 Does the self-study accurately portray the campus?

☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

The catalog is administered to students in an electronic version. If a hard copy is requested, the campus will print a copy for students.

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

☒ Yes ☐ No

(c) The names and titles of the administrators.

☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

☒ Yes ☐ No

(e) A statement of accreditation

☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.

☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

☒ Yes ☐ No

(h) An academic calendar.

☒ Yes ☐ No

(i) A full disclosure of the admission requirements.

☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

☒ Yes ☐ No

(m) A definition of the unit of credit.

☒ Yes ☐ No ☐ Not Applicable (The institution does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

☒ Yes ☐ No

(p) The transfer of credit policy.

☐ Yes ☒ No

(q) A statement of the tuition, fees, and any other charges.

☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships offered.

☒ Yes ☐ No ☐ Not Applicable (no scholarships offered)

(s) The refund policy.

☒ Yes ☐ No

(t) A statement describing the student services offered.

☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

If No for any item, insert the section number in parentheses and explain:

(Section 3-1-701 and Appendix C): The campus does not provide full disclosure of the policies and procedures for advance standing requirements. In the campus catalog under "Credit for Previous Education or Experience" the campus does not accurately state their policy for accepting credit for previous experience.

The campus has one scholarship listed in the catalog that is found in an addendum placed in the body of the catalog that pre-dates the publication date of the catalog.

7.05 Does the institution offer degree programs?

☒ Yes ☐ No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

☒ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

☒ Yes ☐ No

7.06 Does the institution offer courses and/or programs via distance education?

☐ Yes ☒ No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

☐ Yes ☒ No (Skip to Question 7.08.)

If Yes, is it appropriate?

☐ Yes ☐ No

7.08 Is the catalog available online?

☒ Yes ☐ No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?

☐ Yes ☒ No (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?

☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus uses direct mail, print documents, their website, and television commercials to advertise. Many of the advertisements are specific to the programs offered at the campus.

Are the advertisements under acceptable headings?

☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

☒ Yes ☐ No (Skip to Question 7.14.)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?

☐ Yes ☒ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?

☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

☒ Yes ☐ No

8.05 Reviewed at AAC

8.06 Reviewed at AAC

8.07 Reviewed at AAC

8.08 Reviewed at AAC

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

Per the budget, to date $148.00 has been spent on library resources with an additional $675.00 allocated to be spent in November. A review of purchase orders reveal that an additional $1.500.00 had been spent toward the purchase of updated certification testing manuals, renewal of periodical subscriptions and updates of software manuals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?

☒ Yes ☐ No

8.12 Reviewed at AAC

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

☒ Yes ☐ No

8.14 Reviewed at AAC

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Reviewed at AAC

8.17 Reviewed at AAC

8.18 Reviewed at AAC

8.19 Reviewed at AAC

8.21 Reviewed at AAC

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

☒ Yes ☐ No

GENERAL COMMENTS:

The Virtual Library offers an extensive collection of subscription databases along with research guides for each subject area and general education courses. Students are pleased with the available resources from both the on-campus LRC and the Virtual Library.

9. PROGRAM EVALUATION

Bachelor's in Project Management

Bachelor's in Project Management and Administration

Bachelor's in Project Management and Administration (Construction Option)

Academic Associate's in Business Management

Academic Associate's in Accounting

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. John Janisch, the dean of academic affairs, serves as the current administrator of the business programs. He holds a bachelor's degree in Business Administration from Winoma State University and a master's degree in Public Administration from Troy State University. Mr. Janisch has been with the institution since 2004 were he was the chair of the School of Electronics and a faculty member at the Minnesota campus; on January 16, 2012 he was appointed to the current position in Austin, Texas. Prior to joining the institution he worked for 30 years with the Navy of the United States.

Mr. Janisch is assisted by Mr. Kenneth Cohen who was recently promoted to subject matter expert on September 17, 2012 and has been a part time adjunct professor since being hired in June 2011. Mr. Cohen received his master's degree in Business Administration from Baruch College in 1980 and his bachelor's degree in Marketing from Pace University in 1971. He teaches three courses each term and is primarily responsible for teaching the Capstone Project course. Approximately 85% of his time is spent teaching and the remaining 15% on administrative duties. He received the Six Sigma Master Black Belt certificate in 2006 and was a certified purchasing agent with McGraw-Hill. Mr. Cohen is retired and has many years of training and project management experience with Honeywell International, McGraw Hill and American International Group.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☐ Yes ☒ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

The academic associate's degree in Accounting program had a retention rate of 55.6%. The program currently has only one student who should graduate after the current quarter. This program is being taught out.

9.07 List the community resources and how they are utilized to enrich the program(s).

Students have participated in field trips to Media Riders, Inc., APAC Texas, Inc. and H.E.B. Super Market and for the second year in a row the capstone project involved several meetings with the Boys and Girls Club of America. Guest speakers have included individuals from Time Warner Cable, McElroy Translation Services and Villas at Commanders Point.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☒ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Three calls were made relating to the Academic Associate's in Accounting program.

Two calls were made relating to the Bachelor's in Project Management program.

How many calls to employers or graduates were successful?

Two calls were successful relating to the Accounting program.

Two calls were successful relating to the Project Management program.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All successful calls confirmed employment in both programs addressed.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No,* insert the section number in parentheses and explain:

(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

GENERAL COMMENTS:

The recently appointed subject matter expert and the 3 part-time faculty members are sufficient to handle the 61 students in the five programs. The accounting program is being taught out so that the faculty can focus on the Business Management and Project Management programs. The team learned that the students appreciated the small class sizes and thought that most of the instructors were very experienced.

9. PROGRAM EVALUATION

Academic Associate's in Paralegal

Academic Associate's in Paralegal Studies

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Melanie Carstarphen, chair, School of Criminal Justice since June of 2012, holds a juris doctorate degree from South Texas College of Law in Houston, Texas, and a bachelor's degree in English from Dallas Baptist College, Dallas, Texas. She has practiced law for 22 years, has taught for 9 years, and has served in administrative positions in proprietary schools for more than 4 years. She worked as a paralegal before attending law school and has been published in the "Texas Bar Journal".

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☐ Yes ☒ No

If No, insert the section number in parentheses and explain:

(Section 3-1-511): The amount of time devoted by the program chair to the administration of the programs is not commensurate with the size and scope of the program. Ms. Melanie Carstarphen, program chair, is teaching 4 courses this term in addition to her administrative duties as administrator of the programs. According to the instructors who were interviewed, the institution's policy is that program chairs do not teach more than 2 courses per term. Even though the combined enrollment of the programs is only 25 students, the administrative duties of the chair, as outlined in her job description, are complex and multi-faceted such that teaching 4 courses in addition to the administrative duties is an excessive job load.

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☐ Yes ☒ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

9.07 List the community resources and how they are utilized to enrich the program(s).

Students have taken field trips to a law library, the Texas Supreme Court, and the Texas Court of Criminal Appeals. All of the instructors in the program either currently work in law or law-related offices in the community or did so until recently. A program advisory committee (PAC) meets twice per year. Students have participated in activities of the local paralegal association. Although the campus does not offer externship opportunities, the program chair organized an "Adopt a Paralegal Night" as a way to match local employers with graduating students. Adopted students spent a day working in the office of the employer. Some students were adopted by multiple employers.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of the syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☐ Yes ☐ No ☒ NA, (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No,* insert the section number in parentheses and explain:
(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Although each syllabus contains an evaluation criteria table, none of the tables contain "homework" or "out-of-class work" categories.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of the syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and courses, and explain:

Teaching loads are reasonable, with the exception of the teaching load of the program chair as discussed in question 9.05 above.

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

GENERAL COMMENTS:

The seven students who were interviewed expressed satisfaction with the programs. The team was impressed with the Adopt-A- Paralegal program instituted by the program chair and adopted by the instructors.. Instructors who were interviewed stated that the campus administrators will "bend over backwards" to support and assist instructors.

9. PROGRAM EVALUATION

Academic Associate's in Informaiton Technology - Computer Network Systems

Bachelor's in Information Systems and Cybersecurity

Bachelor's in Information Systems Security

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Michael Atkinson is chair of the School of Information Technology. He reports to the dean of academic affairs, Mr. John Janisch. Mr. Atkinson holds a bachelor's degree in Music Education from Howard Payne University in Brownwood, Texas, and a master's degree in Information Systems from Tarleton State University in Stephenville, Texas. In addition, Mr. Atkinson has received numerous industry standard certifications in Computer Networking including CompTIA A+. Mr. Atkinson has been employed by ITT since February 2000 and in his chair position since 2008.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes ☒ No

If No, insert the section number in parentheses and explain:

(Section 3-1-511): The administration of the academic program is not assigned to individuals whose academic or experiential qualifications are related to the programs of study. Although Mr. Michael Atkinson has experience in the field of Computer Network Systems, he has no experience or academic training in the area of Information Security. His only work experience for the past 13 years has been as an instructor in computer networking. Prior to that, he worked in industry, but his ACICS data sheet only mentions networking. Acceptable evidence of qualifications would include an industry-standard certification or academic coursework in Network Security, a highly specialized field of study and work.

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☐ Yes ☐ No

9.07 List the community resources and how they are utilized to enrich the program(s).

There was a field trip and a program advisory committee (PAC) meeting during the reporting period. The advisory council meeting was attended by members of the community who serve in business positions which benefit the student population in the areas of both industry needs assessment and employment.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☐ Yes ☒ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Twenty-six (26) calls were made in reference to the academic associate's degree program in Information Technology-Computer Network Systems.

Seven calls were made relative to the bachelor's program in Information Systems Security.

There are currently no graduates in the bachelor's program in the Information Systems and Security.

How many calls to employers or graduates were successful?

For the Information Technology - Computer Network Systems program, 14 calls were successful.

For the Information Systems Security program, three calls were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

For the Information Technology - Computer Network Systems program, no calls could confirm employment of graduates as reported on the CAR.

For the Information Systems Security program, three calls confirmed employment as reported on the CAR.

If No, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303 (a)): The ITT Catalog informs students in the associate's degree in Information Technology - Computer Network Systems that the program prepares "graduates to perform tasks associated with installing, upgrading, and maintaining computer network systems in typical LAN/WAN environments." A large majority of graduates are identified as working in this field when they are either working in a related field or working in a field that requires none of the education they have

(b)(6)

related to researching titles on vehicles using a computer -- nothing to do with computer networking. Of the 14 successful calls the team made, all of which reported students working in field, none of them were verified in field. Several were working in a related field, and several were out of field.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

GENERAL COMMENTS:

The team commends the innovative programs and obvious dedication of the career services staff. Career services stocks neckties and has local business contacts which donate business suits and other clothing for underprivileged students so they will be able to present a professional appearance for their first job interview. The team finds this to be unique and quite a valuable resource to the students.

The team finds that the IT faculty are very well-liked by the students. Both day and night students recognized full-time and adjunct faculty by name and commended Mr. Michael Atkinson, Mr. Bruce Roberts, and Mr. Cornelius Chopin for their willingness to stay after class for one-on-one tutoring and their strong subject knowledge in the area of networking.

9. PROGRAM EVALUATION

Academic Associate's in Computer and Electronics Engineering Technology

Academic Associate's in Electrical Engineering Technology

Bachelor's in Electrical Engineering and Communications Technology

ALL PROGRAMS

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Dr. Svetlana E. Bradley has been the chair for the School of Electronics Technology since March 19, 2012. Dr. Bradley holds a bachelor's and master's degree in Electrical Engineering and a doctoral degree in Computer Aided Design Systems from the Voronezh State Technical University. Dr. Bradley has been working for ITT Technical Institute since November 2006. He served as an associate professor at Voronezh State Technical University from 1989 - 1998 teaching software programing for computer aided design.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

Mr. Eric Nail, vice president at Odyssey Technical Solutions, visited the ET1220-Digital Fundamentals class on February 2012 and the ET145-AC Electronics class on February 22, 2012 to offer a presentation on career success for the electronics technician. A visit is scheduled for the NT110-Computer Structure and Logic class for October 15, 2012 to Fry's Electronics to price components for PC systems. A PAC meeting took place on April 2, 2012 to assist in program improvement. Additionally, several faculty members have current experience in the field of study that they bring to the classroom.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☐ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Fourteen calls to employers and graduates were attempted as follows: Six calls in the Computer and Electronic Engineering program, six calls in the Electrical Engineering program, and two calls in the Electrical Engineering and Communications Technology program.

How many calls to employers or graduates were successful?

Ten calls were successful. The breakdown of successful calls includes: Three in Computer and Electronics Engineering Technology, four in Electrical Engineering Technology, and three in the Electrical Engineering and Communications Technology program.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All ten calls confirmed the employment of the graduates in all three programs as reported on the CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No *(Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No,* insert the section number in parentheses and explain:

(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No,* insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☐ Yes ☒ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

(Section 3-5-302): Mr. Edward Wassell is an adjunct faculty member at the School of Electronic Technology teaching ET315, Electronic Communications Systems II for the September 2012 term. Mr. Wassell holds a bachelor's degree in Occupational Education from Texas State University and a master's degree in Education with a Major on Adult Education and a Minor in Business from the University Of The Incarnate Word. No evidence of professional experience or any professional certification was available that could qualify this faculty member to teach for the School of Electronics Technology.

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9. PROGRAM EVALUATION

Academic Associate's in Drafting and Design Technology

Academic Associate's in Computer Drafting and Design

Academic Associate's in Visual Communications

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Roderick Whitlock is the program chair for the School of Drafting and Design. Mr. Roderick Whitlock has earned a master's degree in Business Administration with a major in Finance from the University of Southwestern Louisiana, a bachelor's degree in Industrial Technology from the University of Southwestern Louisiana, and an associate's degree in Mechanical Engineering Technology from Asheville Technical College. Additionally, Mr. Whitlock is a certified mechanical and architectural drafter through the American Design and Drafting Association (ADDA). He has been teaching in the fields of design and drafting since 1990 and has been on staff with ITT Technical Institute since November 2003.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☐ Yes ☒ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☐ Yes ☒ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

In the Visual Communications program, retention was reportedly 51.8% in the campus accountability report (CAR) which is below the Council's applicable standard. Because there are only three students currently enrolled in the program, the campus is not required to develop a program level retention improvement plan in the CEP.

9.07 List the community resources and how they are utilized to enrich the program(s).

Students in the school of Drafting and Design had a guest speaker visit to discuss visualization, two dimensional renderings of software tools, and wacom hardware products. Additionally, there is a program advisory committee (PAC) that meets annually. All the adjunct faculty members in the Drafting and Design program are employed in a related field, thus, contributing to community resources through their related experiences.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No

(g) Topical outline of the course

☒ Yes ☐ No

(h) Instructional methods

☒ Yes ☐ No

(i) Assessment criteria

☒ Yes ☐ No

(j) Method of evaluating students

☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If *No,* insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☐ Yes ☒ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Seventeen calls were attempted to employers and graduates in the Computer Design and Drafting program.

How many calls to employers or graduates were successful?

Eleven calls to employers and graduates were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Ten calls were able to confirm employment of the graduates, with one call verifying the graduate had never worked at the specified employer.

If No, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): The team could not verify the accurate record keeping of the campus accountability report (CAR). Mr. Edwin Carranza was listed as working for Topchoice Land Design in Austin, Texas. The team spoke with the human resources director at Topchoice Land Design. She searched her database from 2006 through 2012 and no record of his employment was able to be found.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No,* insert the section number in parentheses and explain:
(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.

If *No*, insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

GENERAL COMMENTS:

While interviewing ten students in the school of Drafting and Design, the students noted that they are satisfied with both their classes and their instructors. Several comments were made about the program chair and instructors regarding the high level of dedication and helpfulness. Students are impressed with the instructors' willingness to help and hands on approach. The level of satisfaction students' possess in their core classes is very favorable.

It was mentioned that program chairs will soon be required to teach four classes per quarter. While the program chair is currently in compliance with his current teaching load of two classes, it is noted that if a load of four classes is required in the future, the program chair's teaching load will be excessive in light of their administrative duties.

In speaking with the drafting and design faculty members, they were incredibly satisfied with the program chair's dedication to them as faculty members and as instructors. Faculty members feel very supported by his leadership, and showed great admiration for his dedication and professional experience.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Citation #	Summary Statement
2-2-503	The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios (pp. 17, 31, 36, 41, 45).
3-1-303(a)	The team could not verify the 2011 CAR (pp. 40, 49).
3-1-511	Not all program administrators have the education or experiential qualifications and adequate time and resources to administer their academic programs (pp. 33, 37).
3-1-513(a) and Glossary	Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments (pp. 30, 31, 35, 36, 39, 41, 44, 45, 49, 50).
3-1-531(d)	There is no evidence that the campus complies with applicable copyright laws in the use of instructional materials (p. 21).
3-1-543	There is no documented evidence of the implementation of faculty development plans (p. 21).
3-1-541	Not all transcripts from credentials earned outside the United States have been evaluated by a member of AICE or NACES (p. 21).
3-5-302	Not all instructors have qualifications that meet Council standards (p. 46).
3-1-701 and Appendix C	The catalog does not fully disclose advance standing requirements (p. 25).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration:

1. It is recommended that summary statistics in the CEP be reported by program. The summary and analysis of data collected in the CEP are not broken down by program, nor are the number of responses given from which the summaries are derived. Specifically, on pages 20, 22, and 33 in the CEP, data are presented as overall percentages without reference to the number of respondents or what program the responses come from. Without this information the validity and reliability from which to make strategic decisions cannot be determined at the program level.

2. The grievance policy is located in the "Communications" section on page 8 of the employee handbook under the subheading "Open Door Policy." It is recommended that this policy be more transparent and accessible by changing the subheading title to "Grievance Policy" and include this policy in both the employee handbook as well as the faculty handbook.

3. A review of the faculty handbook contents should be addressed to ensure that all faculty members clearly understand the policies and procedures in place.

4. The campus should designate a subject matter expert in the area of Information Security to advise students on curricular and career issues as well as assist the designated program administrator in this highly specialized field.

From: Joseph Gurubatham <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/2839EEC7707F4128A4DE87103ED162F4-JGURUBATHAM>
Sent: 2/13/2014 12:50:08 PM -0500
To: Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcbf53b7514e-IHarazduk>
Subject: FW: NG00023709 Westwood College Online
Attachments: FRWestwoodCollegeOnline.doc; FRWestwoodCollegeOnline.doc

Dear Ian:

I am not sure if Terry has also submitted the report to the in-box. It appears that the report is incomplete. We need to work with Torri on getting the missing pieces.

Joseph

Joseph E. Gurubatham, Ed.D.

Senior Vice President, Accreditation and Institutional Development

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.6797 - p | 202.842.2593 – f

From: Terry Campbell [mailto:(b)(6)@kaplan.edu]
Sent: Thursday, February 13, 2014 11:57 AM
To: Visit Reports; Torri Hayslett
Cc: Joseph Gurubatham
Subject: NG00023709 Westwood College Online

Final report attached and completed to the best of my abilities. Missing information requested and Information Report, 9.19-9.20. Report is due today.
Please advise if you have any questions.
Thanks

--

Terry Campbell

School of Public Safety
Kaplan University

NEW GRANT

Westwood College Online
10249 Church Ranch Way
Broomfield Colorado 80021
ACICS ID Code: 00023709

Mr. Louis Pagano, Chief Operating Officer (b)(6) **@wesstwood.edu)**
Campus E-mail Address

MAIN CAMPUS
Westwood College- Los Angeles
Los Angeles, California
ACICS ID Code: 00011142

February 5-7, 2014

Mr. Terry Campbell	Chair and Facilities	Kaplan University Online	Okeechobee, FL
Dr. Michele Ernst	Student-Relations Specialist	Former Campus President	Chaska, MN
Dr. Andrea Olson	Distance Education Activities and Master in Business Administration Specialist	Executive Director of Research and Development, Program Director, Grad. Studies	Aitkin, MN
Dr. Scot Ober	Educational Activities, Library, and Business Programs Specialist	President, Words Etc. Inc.	Tucson, AZ
Ms. LaVerne Lewis	Criminal Justice and Paralegal Specialist	Mt. Hood Community College	Gresham, OR
Mr. Charles Saunders	Graphic Design and Electronics Specialist	Program Director	Owens Cross Roads, AL
Mr. Ernest Johnson	Information Technology Specialist	Kaplan University	Memphis, TN
Ms. Lori Claus	Interior Design, CAD, and Architectural Design	EDMC	Pittsburg, PA
Ms. Kristal Bushong	Medical Specialist	American National University	Salem, VA

Ms. Torri Hayslett	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
WESTWOOD COLLEGE ONLINE
BROOMFIELD, COLORADO

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Occupational Associate	Information and Network Technologies	1265	91.5	48	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Business Administration	910	90	166	**64%**	100%	**50%**	N/A
Associate of Applied Science	Academic Associate	Computer Aided Design – Architectural Drafting	1180	90	152	**54%**	100%	73.4%	N/A
Associate of Applied Science	Academic Associate	Criminal Justice	905	90	122	**56%**	**67%**	**56.8%**	N/A
Associate of Applied Science	Academic Associate	Graphic Design	1180	90	122	**57%**	**61%**	**57.8%**	82.1%
Associate of Applied Science	Academic Associate	Information & Network Technologies	1225	90	84	**56%**	**66%**	**62.5%**	**60%**
Associate of Applied Science	Academic Associate	Medical Office Management	945	90	58	73%	100%	N/A	N/A
Associate of Applied Science	Academic Associate	Medical Insurance Coding and Billing	1080	90	135	71%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Paralegal	925	90	78	**53%**	**65%**	**54.4%**	**51.9%**
Bachelor of Science	Academic Bachelor	Business Administration: Major in Management	1820	180	93	**58%**	89%	**52.2%**	**66.7%**
Bachelor of Science	Academic Bachelor	Business Administration: Major in Human Resource Management	1820	180	35	**59%**	N/A	81.1%	N/A
Bachelor of Science	Academic Bachelor	Business Administration: Major in Marketing Management	1820	180	38	69%	92%	70%	100%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Project Management	1820	180	7	**45%**	N/A	66.7%	N/A
Bachelor of Science	Academic Bachelor	Business Administration: Major in Accounting	1820	180	8	91%	76%	70.3%	87.5%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Healthcare Management	1820	180	6	87%	**53%**	**59.2%**	75%
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Administration	1820	180	58	73%	**66%**	**53.7%**	70%
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Corrections	1805	180	8	**31%**	N/A	84.2%	N/A
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Investigations	1820	180	22	**41%**	N/A	71.7%	N/A
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Animation	2330	180	3	72%	**33%**	70.1%	**51.6%**
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Game Art	2325	180	20	88%	**25%**	71.7%	**31.5%**
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Visual Communications	2305	180	42	74%	**62%**	68.8%	80.8%

Bachelor of Science	Academic Bachelor	Interior Design	2330	180	6	83%	**42%**	60.7%	**56.3%**
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Web Design	2305	180	39	72%	**62%**	67.9%	81.3%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Fashion Merchandising	1995	195	11	81%	88%	73.3%	93.3%
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Network Management	2350	180	37	77%	85%	**60.3%**	**66.7%**
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Systems Security	2350	180	26	83%	81%	65.7%	89.3%
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Computer Forensics	2305	180	17	**59%**	100%	90%	N/A
Bachelor of Science	Academic Bachelor	Software Development: Major in Game Software Development	2145	180	152	**52%**	**43%**	**56.8%**	**51.5%**
Master of Business Administration	Master	Master of Business Administration	540	54	69	80%	88%	79.7%	70.2%
Bachelor of Arts +++	Bachelor of Arts	Management	1995	195	1				
Bachelor of Science+++	Bachelor of Science	Computer Network Management	2360	187	1				
Bachelor of Science+++	Bachelor of Science	Criminal Justice	1995	197.5	2				
Bachelor of Science+++	Bachelor of Science	Game Art	2605	199.5	2				
Bachelor of Science+++	Bachelor of Science	Information Systems Security	2380	187	1				
Bachelor of Science+++	Bachelor of Science	Game Software	2385	196	1				
Bachelor of Science+++	Bachelor of Science	Visual Communications	2640	200.5	1				
Non-degree++++	Non-degree				3				
		TOTAL ENROLLMENT			1662				

Notes: Type in bold any retention rate below 65% (programs >1 year in length) or 70% (programs =<1 in length) and any placement rate below 70%. Delete either *Sem.* or *Qtr.* in the column 3 heading. Add or delete rows as needed.

+++ Classes in teach out mode with last class completion, October 2014

++++ Non-degree, student is just taking a class without a major

INTRODUCTION

Please use this page to give a narrative introduction of the campus.

Provide a brief history of the campus, a description of its geographic service area, and a description of the composition of the student population.

Westwood College Online is one of sixteen campuses located in Colorado, Illinois, Georgia, and Virginia. Westwood College is a wholly-owned entity of Wesgray Corporation which is wholly-owned subsidiary of Westwood College, Inc.

The Westwood College Online campus was approved in August 2008 as an additional location of Westwood College Online, Los Angeles

California and the first term was in May 2009. The Online campus offers its courses and programs from Broomfield, Colorado. This campus is located in a business district.

At the time of the visit there were a total of 1662 students enrolled online in 1 non-degree course offering (student can take a class and not major) 3 students are enrolled, 1 occupational associates degree with 48 students , 8 academic associates degree programs with students enrolled, twenty-six bachelor's degree programs with students enrolled, and 1 master's degree program with 69 students enrolled.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 53% female and 47% male; and the average age is 33.34 years. Of those reporting it on the survey form provided when the most recent data was collected, the ethnicity of the student population was 21% African American, 46% Caucasian, 3% Hispanic, 1% Native American, 2% Asian/Pacific Islands, and 27% of the students not reporting their ethnicity.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantage Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were granting 3.5 quarter credits to 4.5 quarter credits. The CAP curriculum model is an effort to ensure Westwood College is offering the most updated programs as possible to better prepare their graduates for employment. In addition this model closely resembles the standard semester credit model and allows for the possibility of easier transferability to institutions external to Westwood College. Due to this revision the following bachelor programs are in teach out mode with expected close out October 2014. There are 7 bachelor's degree programs; Management (1 student), Computer Network Management (1 student), Criminal Justice (2 students), Game Art (2 students), Information Systems Security (1 student), Software Development (1 student), Visual Communications (1 student), and Visual Communications (1 student).

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The Westwood Online mission statement is located on page 8 in the 2014 Academic Catalog, Westwood College Online.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?

(a) The characteristics of the programs offered.
☒ Yes ☐ No

(b) The characteristics of the student population.
☒ Yes ☐ No

(c) The types of data that will be used for assessment.
☒ Yes ☐ No

(d) Specific goals to improve the educational processes.
☒ Yes ☐ No

(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.
☒ Yes ☐ No

(b) Student placement.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(c) Level of graduate satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(d) Level of employer satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The data used to demonstrate learning outcomes in the educational programs includes data that supports the acquisition of appropriate skill sets and knowledge. This data consists of retention and placement rates, student and graduate satisfaction surveys, employer satisfaction surveys, student's grades, and instructor classroom observations..

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable

(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable

(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
*Westwood College Online established a retention rate goal of 70% for 2014.
*The campus streamlined the communication process between instructors and academic advisors. This allows for earlier identification of at-risk students.
*The campus will look at improving inside coaching to assist students.
*Work toward improving faculty monitoring and ensure faculty are meeting online teaching standards.

*During week 1 of classes, there has been implementation of a video announcement submitted by the instructor. Program chairs also embedded video announcements introducing themselves to their program students.
*Placement
*Improve evaluating process of employment rates and other and other employment data.
*The Career Services Team will meet with the Academic Dean, and Program Chairs toreview Program Advisory Committee recommendations for additional job leads.
*The Career Advisor will attend adobe connect room meeting with students . This will provide students with information and tips for students first mock interview.
*The campus implemented exit interview process and graduation packets for all graduates.
*The campus will continue to focus on improving the performance and user friendliness in the classrooms.
*Career Services schedules guest speaker webinars in areas of career interest.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Mr. Louis Pagano is the chief operating officer at Westwood College Online campus and responsible for implementing and monitoring the campus effectiveness plan (CEP). He is assisted with the CEP by a campus steering committee consisting of the executive assistant, onsite administrator, director of student services, vice president admissions, academic dean, director of marketing, and academic operations managers.
Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master's in Engineering Management from National Technological University, Ft. Collins, Colorado. He brings to the campus over twenty years of management experience.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

GENERAL COMMENTS:
The CEP provided to the team meets Council expectations for CEP content.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?

☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Louis Pagano is responsible for financial oversight of the campus. Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master's in Engineering Management from National Technological University, Ft. Collins, Colorado. He brings to the campus over twenty years of management experience.

GENERAL COMMENTS:
Even though the class delivery system is online format, interviews with faculty and students promotes a spirit of cooperation and open communication among students, staff, and faculty.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Ralph Freye is the onsite administrator and vice president of student services. He began his Westwood College career 2010. He holds a bachelor degree in Accounting from Ferris State University, Big Rapids, Michigan and a master's degree in Business Administration from Argosy University, Chicago, Illinois. He brings to the campus over eighteen years of management experience.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?

☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

(b) Admissions.
☒ Yes ☐ No

(c) Curriculum.
☒ Yes ☐ No

(d) Accreditation and licensure.
☐ Yes ☒ No

(e) Guidance.
☒ Yes ☐ No

(f) Instructional resources.
☒ Yes ☐ No

(g) Supplies and equipment.
☒ Yes ☐ No

(h) The school plant.
☒ Yes ☐ No

(i) Faculty and staff.
☒ Yes ☐ No

(j) Student activities.
☒ Yes ☐ No

(k) Student personnel.
☒ Yes ☐ No

If *No* for any applicable item, insert the section number in parentheses and explain:
(3-1-303 (a)): The school does not keep adequate records as it relates to accreditation and licensure on the CAR. Especially regarding, placement, attestations, and waiver verification.

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☐ Yes ☒ No

(Section 3-1-303(e)): The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog.

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed a total of 62 student files, including: 10 currently active students, 19 current students from the CAR, 8 drops from the CAR, 10 graduates from the CAR, 2 new students from the CAR, 3 re-enters from the CAR and 10 students not making SAP.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Ms. Kimberly Beckman, senior vice-president of admissions, is responsible for the oversight of student recruitment at the campus. Ms. Beckman has a master's degree in Business Adminstration from University of Colorado-Colorado Springs and a bachelor's degree in Business Administration and Spanish from Coe College, Iowa. She has been working at Westwood College since 2004 in admissions and in her current role since 2011.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team interviewed two admissions representatives and the vice-president of admissions as well as reviewed 62 enrollment agreements to verify the recruiting process for new students is ethical and compatible.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.

☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

If *Yes*, is evidence of licensure or registration on file?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.23 Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master's degree?
☒ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of statisfactory academic progress can be found in the addendum to the academic catalog on page 2-6.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No
(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No
(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals.
☒ Yes ☐ No
Incomplete grades.
☒ Yes ☐ No
Repeated courses.
☒ Yes ☐ No
Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)
A probationary period.
☒ Yes ☐ No
An appeal process.
☒ Yes ☐ No
An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)
The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes*, is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. Fletcher Brown, registrar, is responsible for the administration of satisfactory academic progress. Mr. Fletcher has an associate degree in Computer Networking, a bachelor's degree in Computer Network Management and a master's in Business Administration, all from Westwood College. He has been working in academic registration since 2000, and 11 of those years are at Westwood.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☒ Grants.
(c)☒ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No

(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Mr. Adam Whitacre, Director of Student Finance/Student Finance Supervisor, is the on-site administrator responsible for financial aid. Mr. Witacre has a bachelor's degree in Communication from the University of Colorado and has been working in student finance for 10 years, 5 of which are in his current position.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Mr. Whitacre is a member of the National Association of Student Financial Aid Administrators (NASFA). Mr. Whitacre receives regular updates from NASFA regarding changes in policy and regulations with financial aid, which he communicates to his employees. Alta, the parent company, provides weekly training sessions for all employees within the financial aid office.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The campus offers structured tutoring for all students. Student success workshops are available to students and cover a wide variety of topics including time management, study skills, and navigating the learning management system. Every new student is assigned a success coach who is responsible for providing academic advising and support for the first three terms.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes ☐ No ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Cassandra Nicholl, Director of Career Services, is responsible for the oversight of counseling students on employment opportunities. Ms. Nicholl has a bachelor's degree in Sport Science from the University of Idaho and has been working in career services at the campus since 2009. She was brought into her current role in 2013.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 2144
The ending enrollment reported on the previous year's CAR is 2144

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
When the campus determines a student is leaving, the student finance advisors contact the student to discuss repayment with their loan obligations. In addition, former students receive an email from the campus explaining their repayment obligations.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus has a social media site called "In Circle" for current students and alumni where they can network and communicate with each other. Current students can create learning groups to support each other in their learning.

4.68 Do all students enrolled in master's degree programs possess a bachelor's degree?
☒ Yes ☐ No

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Ms. Aimee Callahan, the academic dean, is assigned to oversee the educational activities of all programs. She holds a bachelor's degree in Theatre, a master's degree in Communication, a master's degree in Education, and an Ed.D. degree in Adult Education--all from the University of Wyoming. She was named academic dean at this institution in January 2013.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The team verified that the administration and program chairs have sufficient authority and support in decision-making for the development and administration of programs. Each program chair participates in an annual curriculum review and program assessment. When areas of need are identified, there are systems in place for communication of recommendations and approval.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.10*)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes ☒ No (*Skip to question 5.14*)

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.16 What provisions are made for individual differences among students?
Each student is assigned an academic advisor to whom the student can go for individual issues. There are also faculty and peer tutors available, as well as subject-matter coaches. Students can pay to take an opt-out exam for most first- and second-year courses. Students passing the exam receive course credit, but the grade does not affect the student's GPA.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The team was able to verify a system is in place for curriculum assessment, evaluation, and revision. The program chairs meet with the academic dean at least once per quarter to review the curriculum and make changes if needed.

5.18 Does the faculty participate in this process?
☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes*, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No ☐ Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
At least two in-service training sessions are held each quarter. Attendees have a certificate of attendance placed in their faculty file.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

The campus provided both 2013 and 2014 development plans. The 2014 plans held plans but little documentation since the year is so new. The 2013 plans did contain documentation of the implementation of the plans.

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

☒ Yes ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?
☒ Yes ☐ No

5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?
☒ Yes ☐ No

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.40 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
Westwood College online is 100% instruction online. Students access their online courses via MyPath (Blackboard) and have access to their courses, and Student Resources including the Library, online Tutoring Center, and other resources.
Administrative offices and other space is located on the second floor of a two story building located in a commercial district. This space includes 43,000 square feet to support the online administrative support and administrative staff. There is ample parking and the building is handicap accessible.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the evaluation visit is the 2014 Academic Catalog Westwood College - Online, Volume 6 - No.1, Revised September 2013. With addendas dated 01/22/2014, 2/4/2014, 2/7/2014 and an additional addendum that will be effective 3/19/2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar.
☒ Yes ☐ No
(i) A full disclosure of the admission requirements.
☒ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☐ Yes ☒ No
(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)
(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No
(p) The transfer of credit policy.
☒ Yes ☐ No
(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No
(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)
(s) The refund policy.
☒ Yes ☐ No
(t) A statement describing the student services offered.
☒ Yes ☐ No
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

If *No* for any item, insert the section number in parentheses and explain:
(Section 3-1-701 and Appendix C): The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript. The grading system that starts on page 49 of the catalog gives explanations of the following designations that are not listed on the transcript to include proficiency (PR), transfer (TR), pass (P)/ no pass (N), incomplete (I), withdraw (W), and repeated course (R). Additionally, on page 153 of the catalog, other grades listed are audit (AU) and equivalent (EQ), although neither are explained in the catalog. On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been stated. There are statements on the transcript that attempt to explain repeated courses and withdraw and transfer, but the statements do not match the catalog.

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes,* does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No ☐ Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?
☒ Yes ☐ No *(Skip to Question 7.07.)*

If *Yes,* does the catalog contain the following?
(a) A description of each mode of delivery used for distance education courses.
☒ Yes ☐ No
(b) Any additional or different admissions requirements for students taking distance education courses.
☐ Yes ☐ No ☒ Not Applicable (there are no additional or different admissions requirements)
(c) A description of any tests used to determine access to distance education.
☐ Yes ☐ No ☐ Not Applicable (no additional tests are given)
(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.
☒ Yes ☐ No

(e) Costs and fees associated specifically with distance education.
☒ Yes ☐ No ☐ Not Applicable (there are no additional costs and fees)

7.07 Does the catalog contain an addendum/supplement?
☒ Yes ☐ No *(Skip to Question 7.08.)*

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☒ Yes ☐ No
(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

7.08 Is the catalog available online?
☒ Yes ☐ No *(Skip to Question 7.09.)*

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No *(Skip to Question 7.10.)*

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises online through their website, through direct mailers, flyers, newspapers and television.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☒ No *(Skip to Question 7.14.)*

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☐ Yes ☒ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The institutional performance information that the campus provides to the public, includes information on college completion and graduation rates and placement rates.

Where is this information published and how frequently is this information being updated?
This information is published online and was updated for the 2012-2013 CAR.

7.18 Does the catalog have a separate section describing the describes the following:

(a) Program requirements
☒ Yes ☐ No
(b) Admission procedures
☒ Yes ☐ No
(c) Transfer policies
☒ Yes ☐ No
(d) Graduation requirements
☒ Yes ☐ No
(e) Regulations
☒ Yes ☐ No
(f) Course descriptions
☒ Yes ☐ No

COMMENDATIONS:
Commendations are given for the website www.westwoodcollegesuccess.com and the booklet that was created for student success stories and videos that tell the story of graduates who have transformed their lives, families, and futures at Westwood.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Faculty members report that they can recommend any new databases to add to the campus holdings. The team reviewed e-mails from faculty requesting resources. All holdings are electronic--with no hard copies of any resources.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $21,065.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
A total of $5,425 (26%) has been spent thus far--all on electronic databases.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Faculty members confirmed that most courses require projects that require student usage of library resources. This was confirmed by a review of course syllabi.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

If *No,* insert the section number in parentheses and explain:
The databases are organized online by subject area.

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The library includes several EBSCO databases, LexisNexis, and Proquest. The campus has recently dropped five databases, including EBSCO Academic Search Premier, which is critically useful for the MBA students.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Ms. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association

of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

If *No,* insert the section number in parentheses and explain:
Since this is a completely electronic library, all resources are available all of the time.

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☒ Yes ☐ No

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?
☒ Yes ☐ No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?
☒ Yes ☐ No

8.31 Is there a current inventory of instructional resources, including online resources?
☒ Yes ☐ No

8.32 Are the resources organized for easy access and usage?
☒ Yes ☐ No

8.33 Is it evident that faculty encourages the use of the library?
☒ Yes ☐ No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?
☒ Yes ☐ No

8.35 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Ms. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.36 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.37 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.38 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
☒ Yes ☐ No

8.39 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?
☒ Yes ☐ No

8.40 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources?
☒ Yes ☐ No

8.41 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?
☒ Yes ☐ No

8.42 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
☒ Yes ☐ No

8.43 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.44 What library resources does the campus provide to support a better understanding of scholarly research at the graduate level?
All of the peer-reviewed journals online support an understanding of scholarly research at the graduate level.

9. PROGRAM EVALUATION

Bachelor's Degree in Business Administration: Major in Management

Bachelor's Degree in Business Administration: Major in Human Resource Management

Bachelor's Degree in Business Administration: Major in Marketing Management

Bachelor's Degree in Business Administration: Major in Project Management

Bachelor's Degree in Business Administration: Major in Accounting

Bachelor's Degree in Business Administration: Major in Healthcare Management

Bachelor's Degree in Business Administration: Major in Fashion Merchandising

Academic Associate's Degree in Business Administration

Master's Degree in Business Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Jennifer Dartt is the program chair for business. She has been in this position since May 2010. She holds a Master's of Business Administration degree from Westwood College Online, a master's degree in Legal Studies from Texas State University, and a bachelor's degree in Journalism.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

If *No,* insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
Improvement plans were on file for the retention percentages of the bachelor's major in Human Resource Management and the major in Project Management and for the placement rate for the bachelor's major in Healthcare Management.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Program advisory committee meeting minutes were reviewed, as was documentation of two guest speakers within the past year. During a telephone faculty meeting, faculty gave other examples of the use of community resources.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls were attempted:
Bachelor's Degree in Business Administration: Major in Management: 6
Bachelor's Degree in Business Administration: Major in Marketing Management: 5
Bachelor's Degree in Business Administration: Major in Accounting: 3
Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 5

Master's Degree in Business Administration:4

How many calls to employers or graduates were successful?
The following numbers of calls were successful:
Bachelor's Degree in Business Administration: Major in Management: 2
Bachelor's Degree in Business Administration: Major in Marketing Management: 2
Bachelor's Degree in Business Administration: Major in Accounting: 3
Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 3
Master's Degree in Business Administration:3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following numbers of calls confirmed employment as stated on the CAR:
Bachelor's Degree in Business Administration: Major in Management: 2
Bachelor's Degree in Business Administration: Major in Marketing Management: 2
Bachelor's Degree in Business Administration: Major in Accounting: 2
Bachelor's Degree in Business Administration: Major in Healthcare Management: 0
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 1
Academic Associate's Degree in Business Administration: 3
Master's Degree in Business Administration:3

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
Section 3-1-303(a)): The following 3 placements could not be verified:

(b)(6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☒ No ☐ Not Applicable

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
(Section 3-1-303(a)): Documentation on file could not be verify graduates classified on the CAR as "not available for placement." Ms. Tiffany Anderson, graduate (May 2013) from the Associate of Business Administration program, has a Career Services Graduation Packet that lists contact information, additional contact information (relatives) and professional interest information. In the professional interest information section of the front page, Ms. Anderson lists the following information that may be helpful to assist the school in her job search:

"Now that I've received my Associates Degree, Iam currently furthering my education at the University of North Texas at Dallas to get my Bachelors. Although I would love to venture into marketing, I've hit a point where I'm undecided in the direction I wanted to go with my schooling. In the meantime, I would like to find a quality paying job that is part time and willing to work around my school schedule."

On page 2 of this document, there is an electronic signature from the student, dated for September 26, 2013.
There is an additional form titled, 'Employment Information', on this graduation form, there is a question checked by the student, "I am unable to work at this time due to the following reason: (check one)

The student has checked Continuing Education
Continuing School: University of North Texas at Dallas
Program: Business
Start Date: August 27, 2013.

Additionally in the Graduation Packet, there is a Career Services Graduate File Review Form, that states, "we are familiar with the regulatory agency's policies regarding employment status coding, documentation required to substantiate coding, as well as verification of employment." This document was signed by the VP, Student and Academic Services and the Manager of Career Services.

While the team was onsite, the Manager of Career Services, provided a wav file with a conversation with that was placed on February 7, 2014 from a Career Service Advisor to Ms. Tiffany Anderson, however, a telephone conversation with the student does not provide the type of written documentation needed to support the continuing education waiver.

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Faculty gradebooks online were reviewed that documented assessment of out-of-class work.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9.49 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?
☒ Yes ☐ No

9.50 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?
Dr. Omar Parks, program chair since November 2013, oversees the master's in Business Administration program. Dr. Parks holds a doctoral degree in Business Administration from Argosy University, a master's degree in Adult Education and Distance Learning from the University of Phoenix, and a bachelor's degree in Theatre and Dance from the University of Wyoming. He has 11 years combined experience in education as an administrator, dean, and instructor. Dr. Park's position is 100% administrative. His academic and professional experiences qualify him to chair the program.

9.51 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.52 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

9.53 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
☒ Yes ☐ No

9.54 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?
☒ Yes ☐ No

9.55 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required.?
☒ Yes ☐ No

9.56 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.57 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.58 Are the course prerequisites appropriate, and are they being followed?
☒ Yes ☐ No

9.59 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?
☒ Yes ☐ No

9.60 Does faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
☒ Yes ☐ No

9.61 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
☒ Yes ☐ No

If *Yes,* please describe how the campus encourages scholarly activity:
Graduate faculty are encouraged to engage in scholarly research including attending conferences to present proceedings and to publish findings and articles in academic journals verified by expectations listed in job descriptions, items on professional development plans and documentation of activities, vitae of current faculty, and discussions with administrators.

9. PROGRAM EVALUATION

Bachelor of Science in Interior Design

Associates in Computer Aided Design/Architectural Drafting

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Scott Dahl, is the Program Chair and is assigned to administer the academic duties associated with the Computer-Aided Design and Interior Design programs. He holds an Associates and Bachelor's of Fine Arts in Industrial and Interior Design from Rochester Institute of Technology, a Master's in Theatre History from The University of Albany and a Masters of Fine Arts in Theatre from the University of Massachusetts. Mr. Dahl has been with Westwood College since 2006, he currently teaches two of the on-line courses. Prior to starting at Westwood College, Mr. Dahl worked at several firms that specialized in design and project management of theatres, commercial interiors, and exhibits.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend on-line. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No

(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Computer Aided Design/Architectural Drafting: (5)
Bachelor's degree program in Interior Design: (8)

How many calls to employers or graduates were successful?
Academic associate's degree program in Computer Aided Design/Architectural Drafting: (3)
Bachelor's degree program in Interior Design: (5)

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Academic associate's degree program in Computer Aided Design/Architectural Drafting: (3)
Bachelor's degree program in Interior Design: (5)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was provided homework assignments and while talking with students, they advised they participate and complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:
The Program Chair is very dedicated to the continual improvement of the program and has detailed plans to foster student growt through the use of industry resources, leveraging experienced faculty and on-line "best practices."

9. PROGRAM EVALUATION

Bachelor of Science in Visual Communications

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Kelly Goethals, is the Program Chair and is assigned to administer the academic duties associated with the Graphic Design programs, including the bachelors degree in Visual Communications. Ms. Goethal holds an associates of Fine Art from Univesity of West Florida, a bachelor's of Fine Arts from University of Central Florida, and a master's in Graphic Design from Savannah College of Art and Design. Ms. Goethals has been with Westwood College since 2004, she currently teaches two of the on-line courses. Prior to starting at Westwood College, Ms. Goethals was an adjunct instructor at Broward Community College and worked at a graphic design firm that specialized corporate advertising and photography.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:

(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend on-line. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods

☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor's degree program in Visual Communications: (13)

How many calls to employers or graduates were successful?
Bachelor's degree program in Visual Communications: (6)

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor's degree program in Visual Communications: (6)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was provided copies of student homework. During interviews with students, they acknowledge they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.

☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:
The Program Chair is very dedicated to supporting her students and faculty, her efforts to leverage new technology and find innovative ways to continually improve the program.

9. PROGRAM EVALUATION

Associate of Applied Science in Medical Insurance Coding and Billing

Associate of Applied Science in Medical Office Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Mary Aboutar is the healthcare program chair for both the associate of applied science in Medical Insurance Coding and Billing and the associate of applied science in Medical Office Management. She has been with Westwood College since December of 2009, orginally as the program chair for the Medical Assisting program and then in May 2011 as the program chair for the Medical Insurance Coding and Billing and Medical Office Management programs. Ms. Arboutar holds a bachelor of science in Health Care Administration from St. Leo University. She is a Registered Medical Assistant (RMA) through the American Medical Technologists (AMT), current through April 2014. Ms. Aboutar also holds a certificate in Medical Claims and Billing from the US Career Institute obtained December 2004. She has worked on and off in the field as a RMA and Medical Biller and Coder since 2004.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
Placement for the Medical Office Management program is 100% with only one graduate documented as placed in field. The Medical Insurance Coding and Billing program does not have any graduates thus far.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The institution utilizes a Programmatic Advisory Committee (PAC) that combines the Medical Office Management and Medical Insurance Coding and Billing programs. The committee has met once on May 29, 2013 and has another one planned in the near future. There was documentation for a guest speaker on file. New webinars for the healthcare programs are being implemented February 18, 2014 and there is also documentation on the mypath.westwood.edu website under each syllabus' assignments tab for other community involvement projects that are class specific.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There was one call attempted for the Associate of Applied Science in Medical Office Management.
There are no graduates for attempted calls in the Associate of Applied Science in Medical Insurance Coding and Billing.

How many calls to employers or graduates were successful?
There was one successful call for the Associate of Applied Science in Medical Office Management.
There are not any graduates in the Associate of Applied Science in Medical Insurance Coding and Billing at this time.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Associate in Medical Office Management-1

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
(Section 3-1-303(a)): Although there was one sucessful call confirming employment of the graduate from the Medical Office Management program, the student was not placed in field as attested by the institution. Following the ACICS verification call script, the student states that she is a freelance home health aid that does not work for any agency but takes on patients through word of mouth, family, and friends. She also stated that she had been doing this for many years before obtaining her degree and resumed this position post graduation in September 2013. Her primary skills include companionship, cooking, light housekeeping, transportation to physician appointments, and help with activities of daily living (ADL's). The student stated that she does not feel that the training she received from Westwood's Medical Office Management degree has helped her prepare for this position. She previously obtained her bachelor of Healthcare Management from Westwood. Upon team review, there is not a match for job description, title, or skills utilized allowing for an in-field placement of the graduate. The Medical Office Management program specifically states in the catalogue, and through review of curriculum offered, that this degree is designed to manage medical office operations and to teach and train students the skills necessary to work with doctors and their patients in a medical office environment. Core curriculum classes include accounting, medical insurance and administrative procedures, principles of human resource mananagement, and advanced medical office management, to name a few. The core curriculum involves over 70% management related topics and does not relate the skill set to afford a placement as in-field in regards to a home health aid position.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Electronic gradebooks were reviewed randomly for the Medical Office Management and Medical Insurance Coding and Billing programs. The gradebooks reviewed included: Computer Applications (ITCS101), College Mathematics (MATH107), Success Strategies (PDVE111), Computer Software Applications in Healthcare (MICB151), Healthcare Billing and Reimbursement Systems (MICB240), Anatomy & Physiology I (BIOL170), and Introduction to Health Information Technology (HINT110). Student assignments, course objectives, completion times, and evaluation of progress for those objectives are being met and documented.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.

☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

COMMENDATIONS:
The team would like to commend the institution for a well evidenced online layout in design, structure, and implementation of curriculum within the healthcare programs. It is also to be commended that the institution has shown to have tried substantial and adequete career advisement for graduates although geographics may be a challenge.

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice

Academic Associate's Degree in Paralegal

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice with Westwood College Online. Dr. Giannoni holds a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, IL; a master's degree and a bachelor's degree in Criminal/Social Justice from Lewis University in Romeoville, IL.

Mrs. Jennifer Dartt is the interim program chair responsible for administering the Paralegal program. Mrs. Dartt holds a master's degree in Business Administration from Westwood College Online, Broomfield, CO; a master's degree in Legal Studies from Texas State University in San Marcos, TX; and a bachelor's degree in Journalism from the University of Texas, Austin, TX.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CJ381-Women and Criminal Justice, students were assigned the project of locating a female adolesent juvenile program, in their community, through a church or another criminal justice program. After conducting interviews with staff, students completed a reflection paper sharing their experiences and received peer review feedback through online threaded discussions.

The Paralegal program also utilizes community resources within its online courses through Webnairs, specific to course content, such as Fair Debt Collection Practices and Career Management in paralegal careers.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
If *No*, insert the section number in parentheses, list the courses, and explain:

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic associate's degree program in Criminal Justice: 5
Academic associate's degree in Paralegal: 9

How many calls to employers or graduates were successful?

The following number of calls, by program was successful:
Academic associate's degree program in Criminal Justice: 1
Academic associate's degree program in Paralegal: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following number of successful contacts confirmed the employment of the graduates in the following programs:
Successful contacts confirming employment for Criminal Justice: 1
Successful contacts confirming employment for Paralegal: 4

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
Documentation of evaluations in out-of-class work was viewed online for both the Criminal Justice and the Paralegal programs. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in Powerpoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9. PROGRAM EVALUATION

Bachelor's Degree in Criminal Justice : Major in Administration
Bachelor's Degree in Criminal Justice: Major in Corrections
Bachelor's Degree in Criminal Justice: Major in Investigations

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice. Dr. Giannoni holds a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, IL; a master's degree and a bachelor's degree in Criminal/Social Justice from Lewis University in Romeoville, IL.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CRJS211-Communication for the CJ Professional, students were assigned the project of contacting a bilingual law enforcement professional, in their community and interview cultural benefits and career goals. Students completed a reflection paper, after interview staff, sharing their experiences and receiving peer review feedback through online threaded discussions.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were 18 calls made to the employers.

How many calls to employers or graduates were successful?
There were 10 successful calls

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were 8 successful calls.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:
(Section 3-1-303(a): The team was not able to verify the backup documentation to support the placement rate, in the field of study for the program as reported during phone verification of job placements.

According to the ACICS verification call script, graduate Alfred Segundo confirmed his position as Store Clerk for JD Machine Tech and his intent of continuity is indefinite. He stated that he is not using any of his field of study skills, which is a bachelor's degree in Criminal Justice, in his current position. Mr. Segundo stated that he has maintained this employment, six months prior to graduation from Westwood College Online.

According to the ACICS verification call script, graduate Rebecca Thornton's position as Youth Advocate was confirmed by Human Resources as a support advocate, similar to a big sister for the youth in the program and the intent of continuity is indefinite. HR stated that Rebecca more than likely was not using any of her field of study skills, which is a bachelor's degree in Criminal Justice, in her current position.
Rebecca does not endorse any skills used within her field of study, in this call. She just works with kids on probation, so the employer could be a drop-in resource center mandated by the juvi courts for juveniles for AA or NA meetings or group counseling sessions with or without parents. I heard in the background that she, Rebecca was signing kids in and out from a counter/desk location. A BS in CJ is not needed for such types of placement.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Documentation of evaluations in out-of-class work was viewed online for the Criminal Justice program. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in Powerpoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☐ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor of Science in Graphic Design: Animation

Bachelor of Science in Graphic Design: Game Art

Bachelor of Science in Graphic Design: Web Design

Bachelor of Science in Software Development: Game Software Development

Associate of Applied Science in Graphic Design: Animation

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Carey Richards is the program chair for the Game Art and Animation Department at Westwood College online. Mr. Richards holds a bachelor's degree in Art Studio from Colorado College in Colorado Springs, Colorado and a master's degree in 3D Animation/Digital Effects from Regis University in Denver, Colorado. Mr. Richards owns and works in Media Arts for CKR Productions from 1996 to the present.

Mr. Brian Leader is the program chair for the Game Software Department at Westwood College Online. Mr. Leader holds a bachelor's degree in Aerospace Engineering from Boston College in Boston, Mass. and a master's degree in Aeronautical Engineering from Rensselear Polytechnic Institute in Troy, New York. Mr. Leader, also, is the Chief Programmer for Ideas Live as a game and educational software development & manager from September 1997 to the present.

Dr. Claire Boger is the program chair for the Web Design Department at Westwood College Online. Dr. Boger holds a bachelor's degree in Visual Communications from the School of Visual Arts in New York, New York; a master's degree in Computer Art from the School of Visual Arts in New York, New York; and a Doctor of Philosophy in Education from Capella University in Minneapolis, Minnesota.

Ms. Kelley Goethals is the program chair for the Graphic Design and Visual Communications Department. Ms. Goerhals holds an academic associate's degree in Art from the University of West Florida in Pensacola, Florida; a bachelor's degree in Art from the University of Central Florida in Orlando, Florida; and a master's degree in Graphic Design from Savannah College of Art and Design in Savannah, Georgia.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The team confirmed the programs utilize their Program Activities Committee (PAC) to provide expertise in the specific areas of concentration. The programs, also, utilized guest speakers who login online with the students. These resourses provide the students with insight from professionals, doing business in the field to ensure the students are learning the necessary skills to compete for jobs, in their respective areas, as well as, their respective locations.

9.08 Is the utilization of community resources sufficient to enrich the program?

☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Graphic Design:6
Bachelor's degree program in Graphic Design-Animation:3
Bachelor's degree program in Graphic Design-Game Art:4
Bachelor's degree program in Graphic Design-Web Design:4
Bachelor's degree program in Software Development-Game Software:6

How many calls to employers or graduates were successful?
Academic associate's degree program in Graphic Design: 3
Bachelor's degree program in Graphic Design-Animation:1
Bachelor's degree program in Graphic Design-Game Art:2
Bachelor's degree program in Graphic Design-Web Design:2
Bachelor's degree program in Software Development-Game Software:3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Academic associate's degree program in Graphic Design:3
Bachelor's degree program in Graphic Design-Animation:1
Bachelor's degree program in Graphic Design-Game Art:2
Bachelor's degree program in Graphic Design-Web Design:2
Bachelor's degree program in Software Development-Game Software:3

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The Team evaluated student's homework, which was appropriate for the subject matter and consistant with the requirement, as defined on the respective program's course syllabi.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The Team found the program was, generally, well- conceived, directed, and taught.
COMMENDATIONS:
This is a well- run campus with compatent, caring faculty, administration and staff, all dedicated to the single goal of student success.

9. PROGRAM EVALUATION

Information Technology (AAS)

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master of science degree in Internet Information Systems from Robert Morris University, bachelor of science degree in Information Systems Management from Robert Morris University, and an associate of applied business in accounting and business management from Jefferson Community College.
He also has certifications in the following areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012.
Mr. Spencer is addition to his current position as program chair has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associate with the field of study. Adobe Connect is also use to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in information technology (IT-Other) 7

How many calls to employers or graduates were successful?
Academic associate's degree program in information technology (IT-Other) 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
1

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was provided access to the online grade book and student homework assignments. During interviews with the students, they verified they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

9. PROGRAM EVALUATION

Bachelor Degree in Network Management
Bachelor Degree in Systems Security
Bachelor Degree in Computer Forensics
Occupational Associates in Information and Network Technologies

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master of science degree in Internet Information Systems from Robert Morris University, bachelor of science degree in Information Systems Management from Robert Morris University, and an associate of applied business in accounting and Business Management from Jefferson Community College.
He also has certifications in the following areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certifed Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Adminstrator, Windows Server 2008, and MCSE Windows Server 2012.
Mr. Spencer in addition to his current position as program chair has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

If *No,* insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
The information technology - forensics program has a rention rate of 59%. The other bachelor programs that have students enrolled have meet the retention rate standard.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associate with the field of study. Adobe Connect is also use to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Diploma program in XX:
Occupational associate's degree program in XX:
Academic associate's degree program in XX:
Bachelor's degree program in information technology - forensics, information technology - network management, and information technology - systems security 10:

How many calls to employers or graduates were successful?
Diploma program in XX:
Occupational associate's degree program in XX:
Academic associate's degree program in XX:
Bachelor's degree program in information technology - systems security 01:

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
01

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was provided homework assignments to review. During interviews with students and facutly, the team was advised of the homework assignments and requirements.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No

(f) The use of appropriate experiences.
☒ Yes ☐ No

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☐ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.32 What is the current student/teacher ratio?
(Calculate the student/teacher ratio by using the following formula:
-Add the Number of students enrolled in the program-specific courses (courses with program prefix)
-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
10:1 in rhw occupational associates program in Information and Network Technologies program.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

9.34 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.35 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.36 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.37 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

NONTRADITIONAL EDUCATION

- Distance Education
- Self-Paced Instruction
- Consortium Agreements

H.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications?
Mr. Lou Pagano, chief operating officer of Westwood College Online (WCO), administrates the distance education activities. Mr. Pagano holds a bachelor's degree in Electrical Engineering from SUNY at Buffalo and a master's degree in Engineering Management from National Technology University. He has held various executive level positions throughout the past 10 years at Westwood including campus president and regional vice president. His position is 100% administrative.

Mr. Pagano is supported by Dr. Aimee Callahan, academic dean, who oversees the online curriculum in collaboration with the academic affairs curriculum design team members, program chairs, students, faculty, and academic operations managers. Dr. Callahan has a doctoral degree in Adult Learning and Postsecondary Education; two master's degrees, one in Adult Learning and Postsecondary Education and one in Communication & Journalism; and a bachelor's degree in Theatre and Dance; all of her credentials are from the University Wyoming.

H.02 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

H.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?
☒ Yes ☐ No

H.04 Are the time and resources devoted to the administration of distance education sufficient?
☒ Yes ☐ No

H.05 Did the institution receive approval from ACICS prior to using distance education as a mode of delivery?

☒ Yes ☐ No

H.06 Does the institution have a plan to implement distance education instruction?
☒ Yes ☐ No

The WCO campus offers all of its programs exclusively online. Therefore, all academic and students services are provided through an asynchronous virtual environment with adequate on-ground facilities and telecommunications to support its operations.

The course/program content and delivery format is developed by its parent company, Alta Colleges, Inc., central administration curriculum team whose members include master's prepared personnel with over 40 years of combined experience in instructional design including 25 years in online development. The team collaborates with subject-matter experts from each content area. Ultimately, WCO administrators and faculty, review, give feedback, and make recommendations to ensure curricula are aligned with and meeting WCO students' expectations and fulfilling its campus mission. A memorandum documents this system.

H.07 If the institution has a plan, does it include the following:
(a) Rationale?
☒ Yes ☐ No
(b) Resources?
☒ Yes ☐ No
(c) Course/program objectives?
☒ Yes ☐ No
(d) Course content?
☒ Yes ☐ No
(e) Student assessment?
☒ Yes ☐ No

H.08 Does the institution integrate this plan into the Campus Effectiveness Plan?
☒ Yes ☐ No

H.09 Is the delivery method appropriate for students and the curriculum?
☒ Yes ☐ No

H.10 Are admission requirements for distance education courses/programs identified by the institution?
☐ Yes ☐ No ☒ Not Applicable (no additional admissions requirements)

As previously stated, WCO offers all of its programs exclusively online; therefore, there are no distinctions between its admissions requirements for online versus on campus programs.

H.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?
☒ Yes ☐ No ☐ Not Applicable (no admissions test required)

H.12 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program?
☒ Yes ☐ No ☐ Not Applicable

H.13 Does the institution make it clear in writing at the time of enrollment how the student's privacy will be protected in the identity verification process?
☒ Yes ☐ No

H.14 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?
☒ Yes ☐ No

If *Yes*, explain how and when this information is disclosed.
There are no additional charges or fees associated with the verification of student identity.

H.15 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?
☒ Yes ☐ No

H.16 Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities?
☒ Yes ☐ No

H.17 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes?
☒ Yes ☐ No

H.18 Describe how the courses provide opportunities for interaction between faculty and students.
The following strategies are used to facilitate online faculty and student interaction: an "Announcements" feature for all courses that provides directives through instructor postings; a threaded discussion forum in which students are required to post statements and peer responses for which they receive instructor feedback; and an assignment feature with a grade book link that provides a dialogue between an instructor and individual student. In addition, students are encouraged to contact their instructors by email or telephone if an individual or personal response is needed; the instructor's contact information is accessible through the course's home page. Access to and observation of scheduled online courses and 98% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
☒ Yes ☐ No

H.19 Describe how the courses provide opportunities for interaction among students.
Students interact with peers through threaded discussion forums that require direct responses to peers' postings; group project assignments that require dialogue among group members using email, telecommunications, or scheduled face-to-face meetings if/as appropriate; and an email utility feature in each course that provides the ability to send group or individuals emails to peers. Access to and observation of scheduled online courses and 97% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
☒ Yes ☐ No

H.20 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?
☒ Yes ☐ No

H.21 Is the curriculum administered in a way that maintains security of access?
☒ Yes ☐ No

H.22 Describe the student identity verification method used by the campus.
Students are assigned access to MyPath through the SMART student information system. When applicants are accepted and become WCO students they are assigned their own login information which allows them access to MyPath and their WCO email. This login verifies the student is "the student who enrolled at the campus." Page 71 of the 2014 Academic Catalog Westwood College-Online, Volume 6, NO. 1 explicitly outlines the "Prohibited Use of Information Technology Resources" for students; students are prompted to review this outline during the online orientation.

Is this method adequate?
☒ Yes ☐ No

H.23 Does the institution employ academically and experientially credentialed faculty to teach online courses?
☒ Yes ☐ No

H.24 Describe the institutions learning management system.

The Blackboard learning management system is utilized to deliver WCO online courses. The campus refers to Blackboard as MyPath. MyPath is an institutional shell with a home page that enables students, faculty, and staff to connect to Blackboard, the library, tutoring services, student resources, career services and other information and support through a single log in.

H.25 Are the faculty properly trained to utilize the institutions learning management system for purposes of instruction, communication, and assessment?
☒ Yes ☐ No

H.26 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?
☒ Yes ☐ No

H.27 Does the institution demonstrate appropriate faculty student ratios to support:

(a) Faculty and student interaction?
☒ Yes ☐ No
(b) Facilitation of interaction among students?
☒ Yes ☐ No
(c) Facilitation of interaction with curriculum content?
☒ Yes ☐ No

H.28 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

H.29 Does the institution have adequate financial resources to support the courses/program(s)?
☒ Yes ☐ No

H.30 Does the institution demonstrate that students taking online courses have access to the same or e equivalent library resources and support as on ground students?
☒ Yes ☐ No

H.31 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?
Students are required to complete an online orientation prior to beginning coursework. The orientation is provided in a self-paced, online format accessible through MyPath. Students participate in activities which familiarize them with learning platform navigation, technical support access, student resource information and access, and student success lessons. The virtual workshop requires students to complete quizzes and graded assignments throughout the process. In response to a questionnaire given by the team while on-site, 92% of the student respondents confirmed they had participated in the orientation. A majority of students confirmed it helped them to navigate the system.

Is this orientation adequate?
☒ Yes ☐ No

H.32 Does the institution provide support services for online students which are the same or equivalent to those provided for on ground students in the follow areas:
(a) Counseling?
☒ Yes ☐ No
(b) Academic advising?
☒ Yes ☐ No
(c) Financial aid?
☒ Yes ☐ No ☐ Not Applicable (Institution does not participate in financial aid)
(d) Employment assistance?
☒ Yes ☐ No ☐ Not Applicable (Institution enrolls only international students on a student visa)

H.33 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?

☐ Yes ☐ No ☒ N/A

The WCO campus does not offer on-ground courses; therefore, there is no basis for or validity of comparison.

H.34 Does assessment and assignments demonstrate student achievement of course learning objectives?
☒ Yes ☐ No

H.35 Does the institution document that it conducts the following:
(a) Course/program evaluations (including assessments of educational outcomes)?
☒ Yes ☐ No
(b) Student retention and placement?
☒ Yes ☐ No
(c) Student satisfaction?
☒ Yes ☐ No
(d) Faculty satisfaction?
☒ Yes ☐ No
(e) Employer satisfaction?
☒ Yes ☐ No

H.36 Does the institution fully disclose what forms of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material?
☒ Yes ☐ No

GENERAL COMMENTS:
To obtain a robust sample of student and faculty perspectives who are engaged in an exclusively online, off-site environment, WCO students and faculty were invited via email to participate in an anonymous survey through SurveyMonkey®. Within a 24-hour period while the team was on-site, nearly 500 students and over 100 faculty members responded. Student responses to queries about orientation, reviewing syllabi and objectives, interactions with faculty and peers, and access to student services, resulted in a 97% positive response rating. Faculty member responses to queries about interactions with students, teaching approaches, administrative support, and use of community resources, resulted in a 98% positive response rating. Questions were objective with "yes/no" responses, and space was provided for brief comments. The data collected was deleted immediately following a review of the analyses generated by the site and the comments. The reliability of the surveys is comparable to on-site classroom visits, faculty meetings, and individual interviews. The validity of the responses is no greater than providing a sample of student and faculty perspectives about their WCO experiences.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1	**(3-1-303(a))**	The school does not keep adequate records as it relates to accreditation and licensure, or the CAR especially regarding placement, attestation, and waiver verification. (Pages 9, 29, 42, and 50).
2	**(3-1-303(e))**	The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog. (Page 9).
3	**(3-1-701 and Appendix C)**	The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript. The grading system that starts on page 49 of the catalog gives explanations of the following designations that are not listed on the transcript to include proficiency (PR), transfer (TR), pass (P)/ no pass (N), incomplete (I), withdraw (W), and repeated course (R). Additionally, on page 153 of the catalog, other grades listed are

		audit (AU) and equivalent (EQ), although neither are explained in the catalog. On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been stated. There are statements on the transcript that attempt to explain repeated courses and withdraw and transfer, but the statements do not match the catalog. (Page 20).

Note: The citation number should be in bold. The summary statement should be followed by the report page number in parenthesis.

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration *(These recommendations are not included in the report seen by the Council)*:

It is the recommendation of the team, that multiple addenda be combined into one document with appropriate date headings for changes, to avoid accidental exclusion of separate sections.

The campus should renew its lapsed subscription to the EBSCO Master Search database to enhance student research resources in the undergraduate and graduate business programs.

Faculty suggested an interview process for students coming into the Computer Aided Design/Architectural Drafting program. This approach does not need to be stringent, such as a portfolio requirement but more of a casual conversation an inquiry into the individual's ideas on the industry and what is involved.

NEW GRANT

Westwood College Online
10249 Church Ranch Way
Broomfield Colorado 80021
ACICS ID Code: 00023709

Mr. Louis Pagano, Chief Operating Officer (b)(6) **@wesstwood.edu)**
Campus E-mail Address

MAIN CAMPUS
Westwood College- Los Angeles
Los Angeles, California
ACICS ID Code: 00011142

February 5-7, 2014

Mr. Terry Campbell	Chair and Facilities	Kaplan University Online	Okeechobee, FL
Dr. Michele Ernst	Student-Relations Specialist	Former Campus President	Chaska, MN
Dr. Andrea Olson	Distance Education Activities and Master in Business Administration Specialist	Executive Director of Research and Development, Program Director, Grad. Studies	Aitkin, MN
Dr. Scot Ober	Educational Activities, Library, and Business Programs Specialist	President, Words Etc. Inc.	Tucson, AZ
Ms. LaVerne Lewis	Criminal Justice and Paralegal Specialist	Mt. Hood Community College	Gresham, OR
Mr. Charles Saunders	Graphic Design and Electronics Specialist	Program Director	Owens Cross Roads, AL
Mr. Ernest Johnson	Information Technology Specialist	Kaplan University	Memphis, TN
Ms. Lori Claus	Interior Design, CAD, and Architectural Design	EDMC	Pittsburg, PA
Ms. Kristal Bushong	Medical Specialist	American National University	Salem, VA

Ms. Torri Hayslett	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
WESTWOOD COLLEGE ONLINE
BROOMFIELD, COLORADO

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Occupational Associate	Information and Network Technologies	1265	91.5	48	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Business Administration	910	90	166	**64%**	100%	**50%**	N/A
Associate of Applied Science	Academic Associate	Computer Aided Design – Architectural Drafting	1180	90	152	**54%**	100%	73.4%	N/A
Associate of Applied Science	Academic Associate	Criminal Justice	905	90	122	**56%**	**67%**	**56.8%**	N/A
Associate of Applied Science	Academic Associate	Graphic Design	1180	90	122	**57%**	**61%**	**57.8%**	82.1%
Associate of Applied Science	Academic Associate	Information & Network Technologies	1225	90	84	**56%**	**66%**	**62.5%**	**60%**
Associate of Applied Science	Academic Associate	Medical Office Management	945	90	58	73%	100%	N/A	N/A
Associate of Applied Science	Academic Associate	Medical Insurance Coding and Billing	1080	90	135	71%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Paralegal	925	90	78	**53%**	**65%**	**54.4%**	**51.9%**
Bachelor of Science	Academic Bachelor	Business Administration: Major in Management	1820	180	93	**58%**	89%	**52.2%**	**66.7%**
Bachelor of Science	Academic Bachelor	Business Administration: Major in Human Resource Management	1820	180	35	**59%**	N/A	81.1%	N/A
Bachelor of Science	Academic Bachelor	Business Administration: Major in Marketing Management	1820	180	38	69%	92%	70%	100%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Project Management	1820	180	7	**45%**	N/A	66.7%	N/A
Bachelor of Science	Academic Bachelor	Business Administration: Major in Accounting	1820	180	8	91%	76%	70.3%	87.5%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Healthcare Management	1820	180	6	87%	**53%**	**59.2%**	75%
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Administration	1820	180	58	73%	**66%**	**53.7%**	70%
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Corrections	1805	180	8	**31%**	N/A	84.2%	N/A
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Investigations	1820	180	22	**41%**	N/A	71.7%	N/A
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Animation	2330	180	3	72%	**33%**	70.1%	**51.6%**
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Game Art	2325	180	20	88%	**25%**	71.7%	**31.5%**
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Visual Communications	2305	180	42	74%	**62%**	68.8%	80.8%

Bachelor of Science	Academic Bachelor	Interior Design	2330	180	6	83%	**42%**	60.7%	**56.3%**
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Web Design	2305	180	39	72%	**62%**	67.9%	81.3%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Fashion Merchandising	1995	195	11	81%	88%	73.3%	93.3%
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Network Management	2350	180	37	77%	85%	**60.3%**	**66.7%**
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Systems Security	2350	180	26	83%	81%	65.7%	89.3%
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Computer Forensics	2305	180	17	**59%**	100%	90%	N/A
Bachelor of Science	Academic Bachelor	Software Development: Major in Game Software Development	2145	180	152	**52%**	**43%**	**56.8%**	**51.5%**
Master of Business Administration	Master	Master of Business Administration	540	54	69	80%	88%	79.7%	70.2%
Bachelor of Arts +++	Bachelor of Arts	Management	1995	195	1				
Bachelor of Science+++	Bachelor of Science	Computer Network Management	2360	187	1				
Bachelor of Science+++	Bachelor of Science	Criminal Justice	1995	197.5	2				
Bachelor of Science+++	Bachelor of Science	Game Art	2605	199.5	2				
Bachelor of Science+++	Bachelor of Science	Information Systems Security	2380	187	1				
Bachelor of Science+++	Bachelor of Science	Game Software	2385	196	1				
Bachelor of Science+++	Bachelor of Science	Visual Communications	2640	200.5	1				
Non-degree++++	Non-degree				3				
		TOTAL ENROLLMENT			1662				

Notes: Type in bold any retention rate below 65% (programs >1 year in length) or 70% (programs =<1 in length) and any placement rate below 70%. Delete either *Sem.* or *Qtr.* in the column 3 heading. Add or delete rows as needed.

+++ Classes in teach out mode with last class completion, October 2014

++++ Non-degree, student is just taking a class without a major

INTRODUCTION

Please use this page to give a narrative introduction of the campus.

Provide a brief history of the campus, a description of its geographic service area, and a description of the composition of the student population.

Westwood College Online is one of sixteen campuses located in Colorado, Illinois, Georgia, and Virginia. Westwood College is a wholly-owned entity of Wesgray Corporation which is wholly-owned subsidiary of Westwood College, Inc.

The Westwood College Online campus was approved in August 2008 as an additional location of Westwood College Online, Los Angeles

California and the first term was in May 2009. The Online campus offers its courses and programs from Broomfield, Colorado. This campus is located in a business district.

At the time of the visit there were a total of 1662 students enrolled online in 1 non-degree course offering (student can take a class and not major) 3 students are enrolled, 1 occupational associates degree with 48 students , 8 academic associates degree programs with students enrolled, twenty-six bachelor's degree programs with students enrolled, and 1 master's degree program with 69 students enrolled.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 53% female and 47% male; and the average age is 33.34 years. Of those reporting it on the survey form provided when the most recent data was collected, the ethnicity of the student population was 21% African American, 46% Caucasian, 3% Hispanic, 1% Native American, 2% Asian/Pacific Islands, and 27% of the students not reporting their ethnicity.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantage Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were granting 3.5 quarter credits to 4.5 quarter credits. The CAP curriculum model is an effort to ensure Westwood College is offering the most updated programs as possible to better prepare their graduates for employment. In addition this model closely resembles the standard semester credit model and allows for the possibility of easier transferability to institutions external to Westwood College. Due to this revision the following bachelor programs are in teach out mode with expected close out October 2014. There are 7 bachelor's degree programs; Management (1 student), Computer Network Management (1 student), Criminal Justice (2 students), Game Art (2 students), Information Systems Security (1 student), Software Development (1 student), Visual Communications (1 student), and Visual Communications (1 student).

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The Westwood Online mission statement is located on page 8 in the 2014 Academic Catalog, Westwood College Online.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?

(a) The characteristics of the programs offered.
☒ Yes ☐ No

(b) The characteristics of the student population.
☒ Yes ☐ No

(c) The types of data that will be used for assessment.
☒ Yes ☐ No

(d) Specific goals to improve the educational processes.
☒ Yes ☐ No

(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.
☒ Yes ☐ No

(b) Student placement.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(c) Level of graduate satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(d) Level of employer satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The data used to demonstrate learning outcomes in the educational programs includes data that supports the acquisition of appropriate skill sets and knowledge. This data consists of retention and placement rates, student and graduate satisfaction surveys, employer satisfaction surveys, student's grades, and instructor classroom observations..

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable

(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable

(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
*Westwood College Online established a retention rate goal of 70% for 2014.
*The campus streamlined the communication process between instructors and academic advisors. This allows for earlier identification of at-risk students.
*The campus will look at improving inside coaching to assist students.
*Work toward improving faculty monitoring and ensure faculty are meeting online teaching standards.

*During week 1 of classes, there has been implementation of a video announcement submitted by the instructor. Program chairs also embedded video announcements introducing themselves to their program students.
*Placement
*Improve evaluating process of employment rates and other and other employment data.
*The Career Services Team will meet with the Academic Dean, and Program Chairs toreview Program Advisory Committee recommendations for additional job leads.
*The Career Advisor will attend adobe connect room meeting with students . This will provide students with information and tips for students first mock interview.
*The campus implemented exit interview process and graduation packets for all graduates.
*The campus will continue to focus on improving the performance and user friendliness in the classrooms.
*Career Services schedules guest speaker webinars in areas of career interest.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Mr. Louis Pagano is the chief operating officer at Westwood College Online campus and responsible for implementing and monitoring the campus effectiveness plan (CEP). He is assisted with the CEP by a campus steering committee consisting of the executive assistant, onsite administrator, director of student services, vice president admissions, academic dean, director of marketing, and academic operations managers.
Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master's in Engineering Management from National Technological University, Ft. Collins, Colorado. He brings to the campus over twenty years of management experience.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

GENERAL COMMENTS:
The CEP provided to the team meets Council expectations for CEP content.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?

☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Louis Pagano is responsible for financial oversight of the campus. Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master's in Engineering Management from National Technological University, Ft. Collins, Colorado. He brings to the campus over twenty years of management experience.

GENERAL COMMENTS:
Even though the class delivery system is online format, interviews with faculty and students promotes a spirit of cooperation and open communication among students, staff, and faculty.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Ralph Freye is the onsite administrator and vice president of student services. He began his Westwood College career 2010. He holds a bachelor degree in Accounting from Ferris State University, Big Rapids, Michigan and a master's degree in Business Administration from Argosy University, Chicago, Illinois. He brings to the campus over eighteen years of management experience.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?

☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☐ Yes ☒ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

If *No* for any applicable item, insert the section number in parentheses and explain:
(3-1-303 (a)): The school does not keep adequate records as it relates to accreditation and licensure on the CAR. Especially regarding, placement, attestations, and waiver verification.

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☐ Yes ☒ No

(Section 3-1-303(e)): The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog.

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed a total of 62 student files, including: 10 currently active students, 19 current students from the CAR, 8 drops from the CAR, 10 graduates from the CAR, 2 new students from the CAR, 3 re-enters from the CAR and 10 students not making SAP.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Ms. Kimberly Beckman, senior vice-president of admissions, is responsible for the oversight of student recruitment at the campus. Ms. Beckman has a master's degree in Business Adminstration from University of Colorado-Colorado Springs and a bachelor's degree in Business Administration and Spanish from Coe College, Iowa. She has been working at Westwood College since 2004 in admissions and in her current role since 2011.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team interviewed two admissions representatives and the vice-president of admissions as well as reviewed 62 enrollment agreements to verify the recruiting process for new students is ethical and compatible.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.

☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

If *Yes*, is evidence of licensure or registration on file?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.23 Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master's degree?
☒ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of statisfactory academic progress can be found in the addendum to the academic catalog on page 2-6.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No
(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No
(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals.
☒ Yes ☐ No
Incomplete grades.
☒ Yes ☐ No
Repeated courses.
☒ Yes ☐ No
Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)
A probationary period.
☒ Yes ☐ No
An appeal process.
☒ Yes ☐ No
An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)
The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes*, is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. Fletcher Brown, registrar, is responsible for the administration of statisfactory academic progress. Mr. Fletcher has an associate degree in Computer Networking, a bachelor's degree in Computer Network Management and a master's in Business Administration, all from Westwood College. He has been working in academic registration since 2000, and 11 of those years are at Westwood.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☒ Grants.
(c)☒ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No